

Getting to the Core

High School: U.S. History

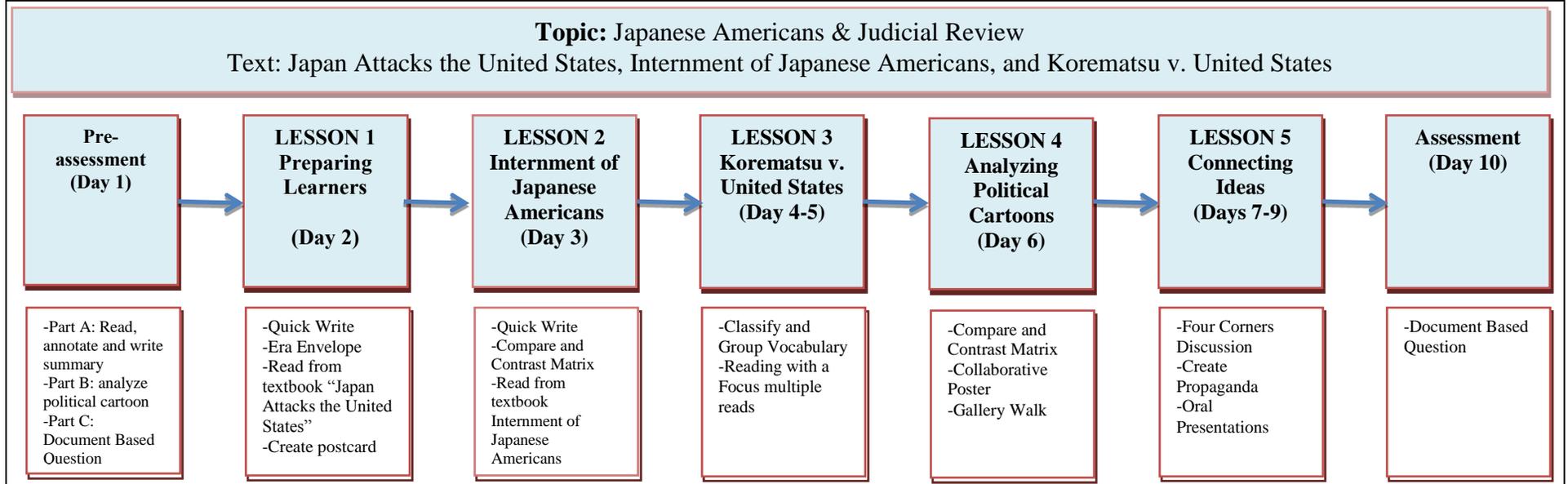
Constitutional rights are an evolutionary process.



Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	Japanese Americans	
Grade Level/Course:	Grade 11 United States History	Time Frame: 10 class periods
Big Idea (Enduring Understandings):	Big Idea (Enduring Understandings): Constitutional rights are an evolutionary process.	
Essential Questions:	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?	

Instructional Tasks



21st Century Skills:	Learning and Innovation: <input type="checkbox"/> Critical Thinking & Problem Solving <input type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Information, Communications & Technology Literacy	
Essential Academic Language:	Tier II: appeal, reparations, restitutions, euphemisms, precedent, inherently, tendency, opposition, deprive, inferiority, unanimous, doctrine, “all deliberate speed”, caption, citation, visual, source, context, evolving, construed, acquiesce, bicentennial, propaganda, panic-stricken, uncertainty, hastily, vipers, prejudice, euphemisms, subversion, curfew, rights, racist, sabotage, segregated, symbol, special interest group, analyze, curfew, justify, violation	Tier III: constitutional principles, internment camps, executive order, “ruled in favor of”, ratification, reparations, restitutions, internment, Congressional actions, court actions, social impact, act of congress, appealed, civil rights, compulsory, dissenting, executive order, majority opinion, ninth circuit court, precedent, war powers, political cartoon
What pre-assessment will be given? Three levels of pre-assessment are included, allowing for differentiation based upon prior instruction and student levels. Assessments include Close Reading with Summary, Analyzing Political Cartoons, and a Document-Based Question.		How will pre-assessment guide instruction? Level of analysis will guide choice of instructional activities included or additional scaffolds necessary for each lesson of the unit.
Content Standards		Assessment of Standards (formative and summative)
Content Standard(s): 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. 2. Analyze the international and domestic events , interests, and philosophies that prompted attacks on civil liberties , including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. 11.7 Students analyze America's participation in World War II. 1. Examine the origins of American involvement in the war , with an emphasis on the events that precipitated the attack on Pearl Harbor . 5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles		Rubrics and assessment guidelines are included with each assessment within the lesson.

<p>and growing political demands of African Americans.</p> <p>11.10 Students analyze the development of federal civil rights and voting rights. 2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</p>		
<p>Common Core Learning Standards Taught and Assessed (<i>include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.</i>)</p>	<p>What assessment(s) will be utilized for this unit? (<i>include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.</i>)</p>	<p>What does the assessment tell us?</p>
<p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><i>Integrating of Knowledge and Ideas</i></p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>Range of Reading and Levels of Text Complexity</i></p> <p>10. By the end of grade 12, read and comprehend history/social studies text in the grade 11-CCR text complexity band independently and proficiently.</p>	<p><i>Formative Assessment DBQ(F):</i> Pre-Assessment</p> <hr/> <p><i>Quick Write(F)</i> Lesson 1 and 2</p> <hr/> <p><i>Post Card(F)</i> Lesson 1</p> <hr/> <p><i>Classify and Group Vocabulary (F)</i> Lesson 3</p> <hr/> <p><i>Reading with a Focus (F)</i> <i>Case Analysis</i> Lesson 3</p> <hr/> <p><i>Sequence of Events</i> Lesson 3</p> <hr/> <p><i>Dialectical Journal</i> Lesson 3</p> <hr/> <p><i>Political Cartoon Analysis (S)</i> Lesson 4</p>	<p>Ability to analyze documents</p> <hr/> <p>Deepen understanding based upon reading</p> <hr/> <p>Connection among texts</p> <hr/> <p>Organize and classify new vocabulary</p> <hr/> <p>Cite evidence to support main ideas</p> <hr/> <p>Recall sequence events</p> <hr/> <p>Connect text to other text or outside world</p> <hr/> <p>Analysis skills assessed</p>
<p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p><i>Text Types and Purposes</i></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level,</p>		

<p>concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><i>Production and Distribution of Writing</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><i>Research to Build and Present Knowledge</i></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><i>Range of Writing</i></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals</p>	<p><i>Four Corners Discussion (F)</i> Lesson 5</p> <hr/> <p><i>Summative DBQ (S)</i> Assessment</p>	<p>Support an argument with evidence</p> <hr/> <p>Ability to analyze documents to deepen understanding based upon reading</p> <p>Connect text to other text or outside world</p> <p>Support an argument with evidence</p>
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<p>and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>		
<p>Resources/ Materials:</p>	<p>Complex Texts to be used:</p> <ul style="list-style-type: none"> • Textbook: “Japan Attacks the United States” (Lexile 1080) from <i>The American Reconstruction to the 21st Century</i> (McDougall Littell) • <i>Korematsu v. United States (1944)</i> • Textbook: “Internment of Japanese Americans” (Lexile 1020) from <i>The American Reconstruction to the 21st Century</i> (McDougall Littell) <p>Informational Text(s) Titles: Political cartoons & relevant era images, Offensive Racist Propaganda Film Clip https://www.dailymotion.com</p> <p>Other Materials: Quick Write handouts, Pictures for “Era Envelope” task, “Photograph Response” handout, Compare and Contrast Matrix, Clarifying Bookmarks, vocabulary word lists and handouts, reading with different focus handouts, analyzing political cartoon handouts, rubrics</p>	
<p>Interdisciplinary Connections:</p>	<p>Cite several interdisciplinary or cross-content connections made in this unit of study: Connect with other Civil Rights or anti-discrimination concepts</p>	
<p>Differentiated Instruction:</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <p>Dyad discussions, group discussions, response starters, dyad reading, Clarifying Bookmarks, Teacher read aloud, Focus questions, Plutchik’s Wheel of Emotions, photograph response handout, Classify and Grouping Vocabulary task includes definitions with words.</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs- Consider IEP goals and collaborating with resource teacher. Teacher may choose to assign mixed ability pairs of students for the reading of complex text. Focus questions may be provided to students to support concepts within the reading. Dyad discussions, group discussions, response starters, dyad reading, Clarifying Bookmarks, Teacher read aloud, Focus questions, Plutchik’s Wheel of Emotions, photograph response handout, Classify and Grouping Vocabulary task includes definitions with words.</p> <p>GATE- Critical thinking questions may be provided to students to develop analytical thought and concepts within the reading. Additional documents and texts for analysis when writing will help the accelerated learner develop a more in-depth understanding and point of view of the topic. Classifying and Grouping Vocabulary task.</p>

SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: Japanese Americans Pre-Assessment</p>	<p>Grade Level: 11th Course: US History</p>	<p>Duration: 1 class period (or longer, depending on number of assessments chosen.) Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards:</p> <p>11.10 Students analyze the development of federal civil rights and voting rights. 2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p>Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Integrating of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Range of Reading and Level of Text Complexity 10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p>Text Types and Purposes 1. Write arguments focused on <i>discipline-specific content</i>. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge 9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

Materials/ Resources/ Lesson Preparation		Copies of Pre-assessment for each student	
Objectives		Content: Students will analyze the development of federal civil rights by examining the court case: <i>Brown v. Board of Education</i> .	Language: Students will work independently to build knowledge through content-rich non-fiction texts by writing a summary, analyzing and explaining a political cartoon, and answering a document-based question.
Depth of Knowledge Level		<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE	KEY WORDS ESSENTIAL TO UNDERSTANDING special interest groups, symbols, portrayed	WORDS WORTH KNOWING NA
	STUDENTS FIGURE OUT THE MEANING	appeal, inherently, tendency, opposition, deprive, inferiority	“ruled in favor of”, unanimous, doctrine, “all deliberate speed”
Pre-teaching Considerations		Depending on what you want to assess and the level of your students, you may choose to administer all three parts, two parts, or one part of the pre-assessment. Part A: Students read <i>Brown v. Board of Education (1954, 1955)</i> , annotate it, and write a summary. <i>Brown v. Board of Education</i> : Lexile 1270 Part B: Students select one political cartoon, analyze and explain the message in the cartoon. Part C: Students analyze documents and answer the following question: How have the rights of minorities changed over time through the interpretation and implementation of the United States Constitution? Document A: Lexile 1230	
Lesson Delivery Comprehension			
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	

Lesson Opening	<p>Prior Knowledge, Context, and Motivation:</p> <p>Remind students that before they start working on the unit, it is good for them and for the teacher to have a sense of their current ability to analyze documents and answer document-based questions. Collecting the sample (pre-assessment) will be important because it will allow students to compare their development at the end of the unit to their starting point.</p>	
<p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p>Administer the pre-assessment and clarify questions for students as needed.</p> <p>Part A: Students read <i>Brown v. Board of Education (1954, 1955)</i>, annotate it, and write a summary to the text of <i>Brown v. Board of Education: Lexile 1270</i></p> <p>Part B: Students select one political cartoon, analyze and explain the message in the cartoon.</p> <p>Part C: Students analyze documents and answer the following question: How have the rights of minorities changed over time through the interpretation and implementation of the United States Constitution?</p>	<p>Differentiated Instruction:</p> <p>English Learners: Teacher may choose to administer all three parts, two parts, or one part of the pre-assessment.</p> <p>Students Who Need Additional Support: Teacher may choose to administer all three parts, two parts, or one part of the pre-assessment.</p> <p>Accelerated Learners Teacher may choose to administer all three parts, two parts, or one part of the pre-assessment.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

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 field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. . ."

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>Visuals: <i>List the objects or people.</i></p>	<p>Visuals: <i>Describe the actions taking place in the cartoon.</i></p>	<p>Visuals: <i>Which of the objects are symbols?</i></p> <p><i>What do you think each symbol means?</i></p>
<p>Words: <i>Locate 3 words/phrases used to identify objects/people within the cartoon.</i></p>	<p>Words: <i>Which words/phrases seem important? Why?</i></p> <p><i>List adjectives that describe the emotions portrayed.</i></p>	<p>Words: <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?

Advanced	Proficient	Basic	Below Basic
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.

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

DOCUMENT D

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

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

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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



Big Idea: Constitutional rights are an evolutionary process.

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

<p>Unit: Japanese Americans</p> <p>Lesson #: 1</p>	<p>Grade: 11th</p> <p>Course: US History</p>	<p>Duration: 2 class periods</p> <p>Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standard(s):</p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</p> <p>11.7 Students analyze America's participation in World War II.</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><i>Integrating of Knowledge and Ideas</i></p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p><i>Text Types and Purposes</i></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	

	<p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><i>Production and Distribution of Writing</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Quick Write handouts Pictures for “Era Envelope” task “Photograph Response” handout Clarifying Bookmark handouts Textbook: McDougall Littell <i>The American Reconstruction to the 21st Century</i>: “Japan Attacks the United States” pages 554-557 (Lexile: 1080) Postcard handout</p>	
<p>Objectives</p>	<p>Content: Students will analyze events that prompted attacks on civil liberties and discuss the impact of events on the U.S. home front during World War II.</p>	<p>Language: Students will analyze primary source documents and cite evidence for their responses. Students will work in collaborative groups to discuss analysis of a primary document. Students will write analysis of a photograph using various organizing devices.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge</p>	

		<input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures						
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary						
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	<table border="1"> <thead> <tr> <th>KEY WORDS ESSENTIAL TO UNDERSTANDING</th> <th>WORDS WORTH KNOWING</th> </tr> </thead> <tbody> <tr> <td>constitutional principles, caption</td> <td>ratification</td> </tr> <tr> <td>citation, visual, source, context</td> <td>evolving, construed, acquiesce bicentennial</td> </tr> </tbody> </table>	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING	constitutional principles, caption	ratification	citation, visual, source, context	evolving, construed, acquiesce bicentennial
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constitutional principles, caption	ratification							
citation, visual, source, context	evolving, construed, acquiesce bicentennial							
STUDENTS FIGURE OUT THE MEANING								
Pre-teaching Considerations	"Photograph Response" and Clarifying Bookmark handouts vary in difficulty. Consider students' abilities before assigning							
CCSS Foundational Standards (K-5 only)	N/A							
Lesson Delivery								
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection							
Lesson Opening	Prior Knowledge, Context, and Motivation: Present the Big Idea and Essential Questions for the Unit. Explain to students that today we will begin to analyze events that prompted attacks on civil liberties and discuss the impact of events on the U.S. home front during World War II.							

Preparing the Learners:

Quick Write with Round Robin

- Present the excerpt from a speech by Thurgood Marshall, the first African American on the Supreme Court, given in 1987 as part of the constitutional bicentennial celebration (the 200 year anniversary of the ratification of the Constitution).
- Give students time to read the excerpt and share their understanding with a partner.
- Then, present the following question: **How have “new constitutional principles” emerged over time? How and why has the Constitution changed from what was written in 1787. Clearly state the reasons.**
- Ask students to independently answer the question. They will have 3 minutes to write a response. Convey to students that a quick write is a way for them to jot down their ideas and get them ready for further exploration. They should focus on developing ideas at this stage. Form is not the focus for a Quick Write.
- After the 3 minutes, students will share their responses utilizing the **Round Robin** structure. Ask students to share their responses in groups of four. Remind students that in a Round Robin, each student must have their turn to share, and others may not interrupt or comment until all students have expressed their ideas.

Era Envelope- Groups will analyze pictures of Japanese Americans during World War II. Photographs will provide background knowledge on the specific time period. In groups, students will discuss the questions using the Photograph Response handout, but each student must complete his/her own handout.

- Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- One student opens and distributes the texts in the envelope, one to each student in the group.
- A second student distributes the accompanying handout for the task.
- Each student reads his or her text, taking notes on the focus questions and writing answers in the corresponding box of the handout.
- At the teacher’s signal, students pass their papers in the direction specified.
- Students repeat this process until all texts are read.
- After everyone in the group has read and responded to the focus questions, students share responses text by text, adding to or revising responses as needed.

Differentiated Instruction:

English Learners:

Have students discuss the question and check for understanding of question.

Special Needs:

Have students discuss the question and check for understanding of question.

Have student work with a partner to share possible answer to the question and clarify thinking.

English Learners:

Assign appropriate *Photograph Response* handout.

Special Needs:

Assign appropriate *Photograph Response* handout

Accelerated Learners:

Have students expand or alter the textbook selection or other printed explanation of history based on images they analyzed.

	<p>Interacting with Text:</p> <ul style="list-style-type: none"> • First Read: Students read “Japan Attacks the United States” pages 554-557 from <i>McDougal Little The Americans Reconstruction to the 21st Century</i> (Lexile: 1080). They will read the first four paragraphs in dyads and utilize the Clarifying Bookmark. Students work in dyads reading the first four paragraphs. Student A reads first paragraph in a soft voice to partner. Student A then announces the strategy s/he will use and responds to text. Student B may add his/her ideas then begins reading the next paragraph following the same format. • Second Read: Teacher reads text aloud to demonstrate fluency and guides students’ understanding by using the questions on the sidebar to guide classroom discussion. <p>Extending Understanding:</p> <ul style="list-style-type: none"> • Postcard: Students will return to the photographs from the Era Envelope and the text to create a postcard. The postcard should include an image from a significant scene from the text. In addition, students will write a message to a family member explaining how the Japanese attack is affecting the city they live in. They are writing the postcard from the perspective of a citizen living in 1941. <p>Closing/Checking for Understanding:</p> <ul style="list-style-type: none"> • Have students write a quick response to the following question: <ul style="list-style-type: none"> ✓ How do historical events affect the social, political and economic aspects of a society? Remind them to cite evidence. 	<p>Differentiated Instruction:</p> <p>English Learners: Clarifying Bookmark Teacher Read-aloud Class Discussion</p> <p>Special Needs: Clarifying Bookmark Dyad Reading Teacher Read-aloud Provide students Focus Questions</p> <p>Accelerated Learners: Can opt to move students from independent reading to complete sidebar question responses independently.</p> <p>Student can pose and research one additional question.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Quick Write: Teacher Rationale and Protocol

Purpose: The Quick Write invites students to make a connection between background knowledge and themes expressed in a text or unit. It provides students with an opportunity to give a quick gut-level reaction to ideas, situations, or events. Since the goal of the task is to capture students' first impressions, memories, or feelings, linguistic accuracy and complexity are not stressed.

Required for use: An open-ended and engaging prompt that connects to topics, themes or issues about which students have some background knowledge is an important part of what makes this task effective. If the prompt is too general or too removed from students' experiences in or out of school, students may feel unsure about how to approach the topic. A commitment to fluency on the part of the teacher and students is also required. Students need to know that correctness is not the focus of the task. If need be, encourage students to write in their native language and require them to use English to talk about what they wrote.

Structure of the task: One way this task may be explained to students is to tell them that the writing goes "from your heart to your hand to the paper." Introduce the prompt and, if need be, provide some context by connecting the topic to students' knowledge and experience and the topic or theme that the prompt explores. Give students no more than five minutes to write. If a student says that he or she cannot think of anything to write about have the student write a free flow of thoughts and ideas, even if they do not seem to be an organized theme. Explain that all writers and thinkers must work through writing blocks and free writing helps this creative process.

Process outline:

- Students respond in writing to a prompt with the major focus on idea development. Attention to spelling and grammar can block our creative thinking, so that is not emphasized at this stage.
- Students have no more than 3-5 minutes to write their response.

Round-Robin: Teacher Rationale and Protocol

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else's opportunities to participate. By requiring that every student states his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained.

Structure of the task: Round Robin requires members of a group to listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some teachers use a prop when first introducing this task. The student holding the prop "holds the floor," and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- Each student shares his/her response to a prompt.
- One person speaks at a time.
- Nobody should interrupt.
- If a student's answer is similar to somebody else's, the student may not pass. Instead the student should indicate agreement ("I have the same opinion as... I also think ...").
- There are no interruptions or discussions until the four members have finished sharing their responses.

Throughout this process, it is important for the teacher to circulate the room, noting what students are thinking. This creates an informal assessment opportunity that guides instruction. Also, monitoring participation is critical. Quieter students may remain quiet, while the more verbal students monopolize group thinking. The teacher must gently guide this process until a culture of mutual respect for learning is developed and understood.

Era Envelope: Teacher Rationale and Protocol

Purpose: This task is used to build and provide relevant background knowledge to students as part of preparing learners to read a text that is situated in a specific time period. Learning about the societal norms, politics, culture, and so on of a particular era helps students understand the historical context of an event, and thus better access the message, undertones, and nuances of texts that may be misunderstood or misinterpreted otherwise such as speeches, poems, and historical fiction.

Required for use: To create the Era Envelope—an envelope with four to six pieces of background information—the teacher chooses relevant texts or photographs –with captions- that illustrate a particular aspect of a time period. Each item in the envelope must fit on one page. In addition to the pieces of background information, the teacher creates a graphic organizer to be used by students as they read each piece. The graphic organizer serves to focus the students’ reading of the texts, highlighting salient information to consider, and the space to write responses.

Structure of the task: The Era Envelope consists of a large manila envelope or a folder, which contains four to six pieces of background information, along with focus questions to guide reading. Students work together in groups, based on the number of background information texts. The task begins with each student reading a different background text and answering the corresponding focus questions on the task handout. After about five minutes, students rotate papers, and each student repeats the process with a new text. Eventually all students will have read the documents.

Process outline:

- Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- One student opens and distributes the texts in the envelope, one to each student in the group.
- A second student distributes the accompanying handout for the task.
- Each student reads his or her text, taking notes on the focus questions and writing answers in the corresponding box of the handout.
- At the teacher’s signal, students pass their papers in the direction specified.
- Students repeat this process until all texts are read.
- After everyone in the group has read and responded to the focus questions, students share responses text by text, adding to or revising responses as needed.

Options for scaffolding: For classes with students who are at varying levels of English proficiency, teachers have the option of placing students in heterogeneous base groups and homogeneous expert groups, based on students’ English proficiency and reading level. Though different expert groups may read material of varying levels of textual difficulty, all groups are responsible for the same academic and cognitive tasks, and each member of the expert group contributes equally to the knowledge of his or her base group.

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.

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: _____

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.): _____

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.

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.

Content Describe what you see. What do you notice first? What people and objects are shown?	Connections How does this connect with what you already know?
Context What is going on in the world, country, region, or locality when this was created?	Conclusions 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: Teacher Rationale and Protocol

Purpose: This task is used to assist students in their development of good reading habits. It requires that students read texts beyond their comprehension, and that they slow down in their reading and consciously apply strategies to make sense of the text and of their reading: what they understand, how they understand it, what they don't understand and what they may do about it. Over time students appropriate this conscious and effortful focus on strategies and their relevant application. Then they automatically use these skills in reading, until they encounter a text that is complex beyond their ability to understand, and once again the conscious process of focusing on making sense of text can be applied.

Required for use: To use the Clarifying Bookmark effectively the teacher selects four or five especially complex and rich paragraphs from a text the class is reading. If five paragraphs are selected, the teacher can model the activity with one, and then invite students to work in dyads through the other four. The choice of paragraphs must be deliberate and modeling is important until the students understand the process very well. This activity should not continue for more than four paragraphs at a time, thus the sections to be read need to be carefully chosen because of their richness for exploration.

Structure of the activity: The Clarifying Bookmark has two columns. In the left hand column, strategies that can be used are introduced. In the right hand side, three *routine expressions* or *formulaic chunks* are offered students so that they choose how to initiate their participation. Initially the teacher uses only Section I, which offers students a choice of two strategies. After this section has been practiced several times over a period of three or four weeks, and students are totally comfortable with their application to the point where they have internalized them, two more strategies are added. Once again, students practice several times choosing among four strategies to apply to their exploration of the reading of a section of the text. When they are comfortable and have appropriated the additional strategies, the two final strategies are added and the same process ensues.

Process outline:

- Students work in dyads reading the text.
- Student A reads first selected paragraph in a soft voice to her/his partner.
- Student A then announces which strategy s/he is going to choose: 'I am going to summarize my understanding so far.' And then chooses one of the formulaic chunks offered to them in the right hand side of the chart: 'The main points of this section are...'
- Then Student B may add his ideas –if they are different than the ones stated by A- or not. After that, she reads the next paragraph in a soft voice to his/her partner and engages in the process of selecting a strategy and then applying it by using one of the three routine expressions offered in the right hand side of the chart.
- After Student B is finished exploring the paragraph, Student A may add something different or just continue with the next paragraph.

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"

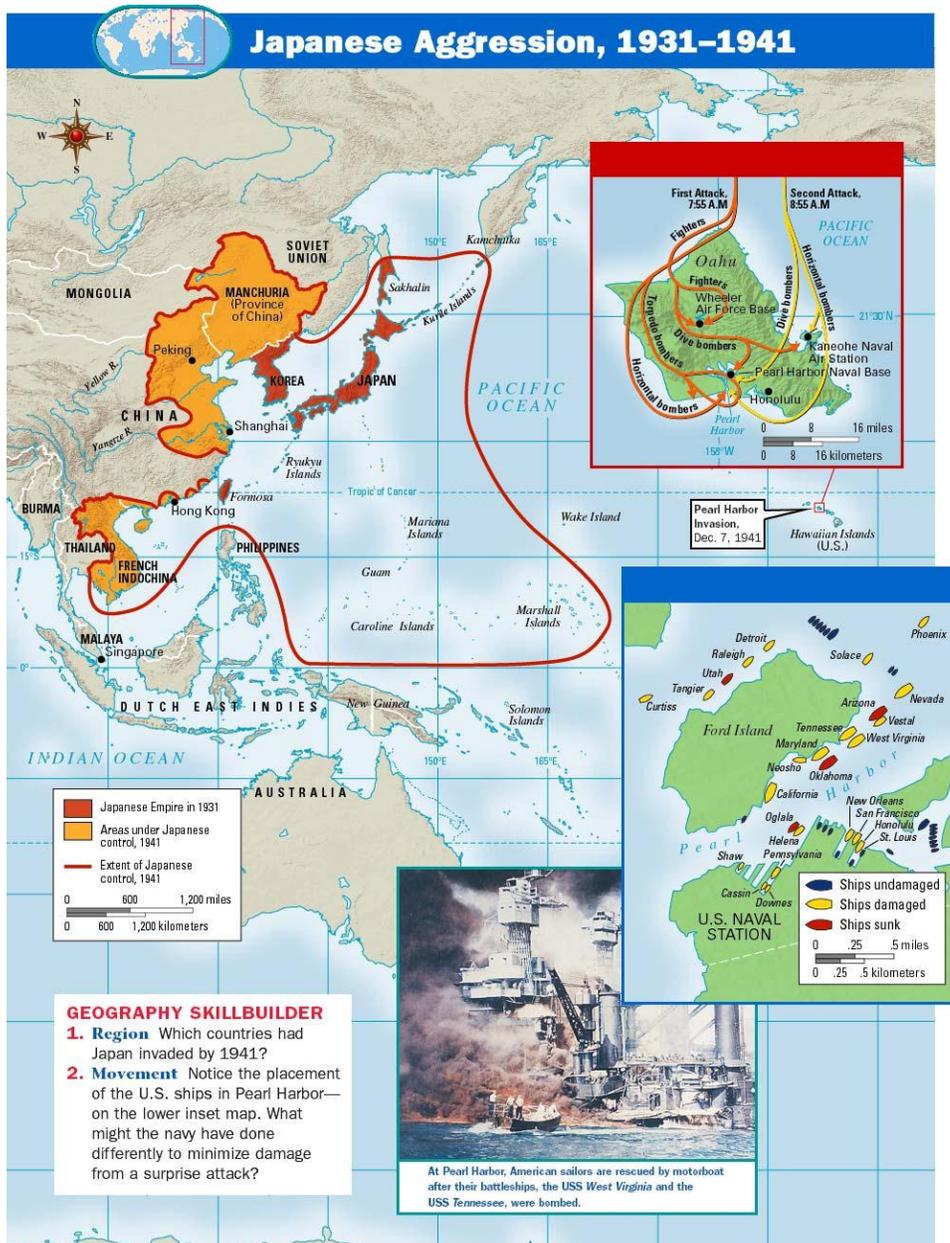


▶ Newspaper headlines announce the surprise Japanese attack.

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. "

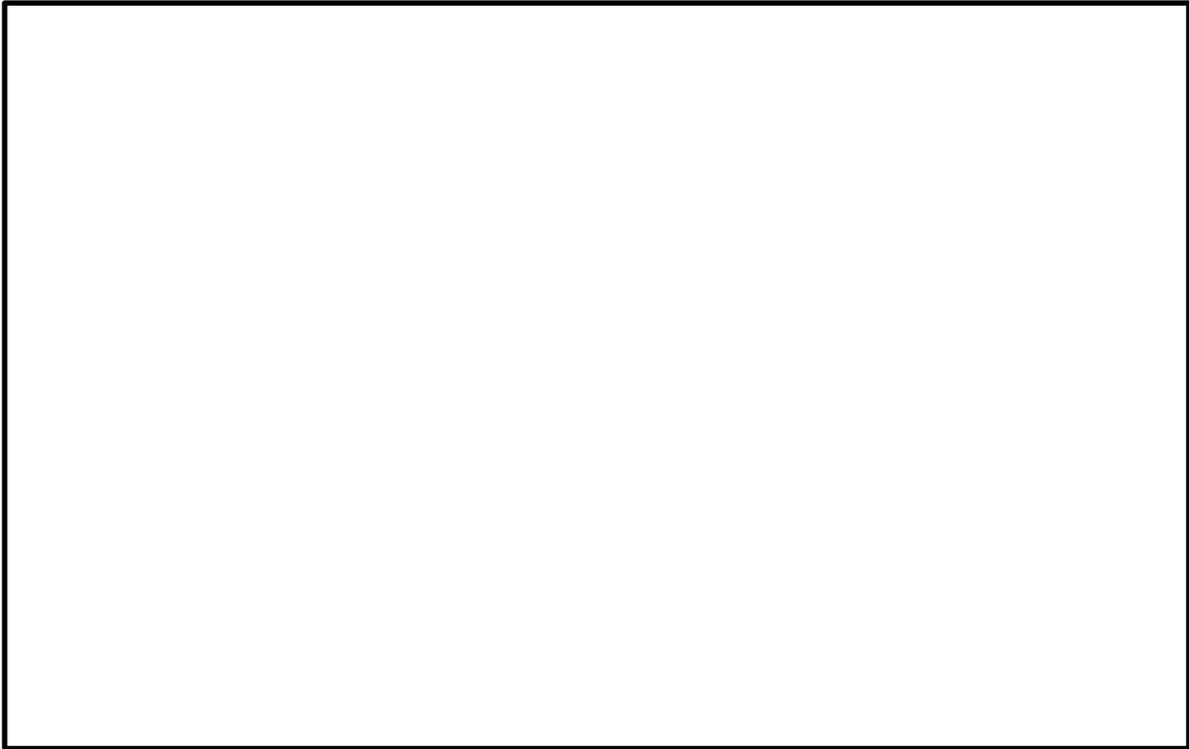
—quoted in *The Good War*



GEOGRAPHY SKILLBUILDER

- 1. Region** Which countries had Japan invaded by 1941?
- 2. Movement** Notice the placement of the U.S. ships in Pearl Harbor—on the lower inset map. What might the navy have done differently to minimize damage from a surprise attack?

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

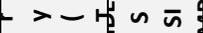
SAUSD Common Core Lesson Planner

Teacher:

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?

<p>Unit: Japanese Americans</p> <p>Lesson # 2 Internment of Japanese Americans</p>	<p>Grade Level: 11th</p> <p>Course: U.S. History</p>	<p>Duration: 1 period</p> <p>Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards:</p> <p>11.7 Students analyze America's participation in World War II.</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian immigrants; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing need to address unequal treatment of African-Americans. .</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><i>Integrating of Knowledge and Ideas</i></p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>Range of Reading and Levels of Text Complexity</i></p> <p>10. By the end of grade 12, read and comprehend history/social studies text in the grade 11-CCR text complexity band independently and proficiently.</p> <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p><i>Text Types and Purposes</i></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><i>Production and Distribution of Writing</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups,</p>	

	<p>and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	
Materials/ Resources/ Lesson Preparation	<p>Quick Write handouts Compare and Contrast Matrix Propaganda Film Clip https://www.dailymotion.com Search for: "Offensive Racist Propaganda Movie" Textbook: McDougall Littell <i>The American Reconstruction to the 21st Century</i>: "Internment of Japanese Americans" pages 594-595 (Lexile: 1020) Clarifying Bookmarks Internment Photos Photographs for comparison/contrast matrix Academic Summary Template</p>	
Objectives	Content: Students will analyze video, propaganda pictures and text utilizing three perspectives: political, social, and economic.	Language: Students will gather evidence from multiple sources to voice their opinions and write a summary on how political, social, and economic forces influenced the constitutional rights of Japanese-Americans.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING

		propaganda	
	STUDENTS FIGURE OUT THE MEANING	prejudice, euphemisms, subversion, reparations, restitutions, internment	panic-stricken, uncertainty, hastily, internment camp, vipers
Pre-teaching Considerations	Students should have an understanding of political, economic and social factors when analyzing events. Need to have background knowledge of Pearl Harbor.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
	Prior Knowledge, Context, and Motivation: In the previous lesson, students focused on building background knowledge of the era, including Japan’s attack on the United States.		
Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	Prior Knowledge, Context, and Motivation: (Preparing Learners) <ul style="list-style-type: none"> ▪ Quick Write with Round Robin (see Lesson 1 for rationale and protocol) <ul style="list-style-type: none"> ○ Present the excerpt from an editorial in The Los Angeles Times, February 2, 1942. <p style="text-align: center;">“A viper is nonetheless a viper wherever the egg is hatched—so a Japanese-American, born of Japanese parents, grows up to be Japanese not an American.”</p> ○ Give students time to read the excerpt and share their understanding with a partner. ○ Then, present the following question: What emotions does this quote evoke in you? Why do you feel those emotions? ○ Ask students to independently answer the question. They will have 3 minutes to write a response. Convey to students that a quick write is a way for them to jot down their ideas and get them ready for further exploration. They should focus on developing ideas; spelling and grammar are not the focus in a quick write. ○ After the 3 minutes, student will share response utilizing Round Robin structure (See Lesson 1 for rationale and protocol.). Ask students to share their responses in groups of four. Remind students that in a Round Robin, each student must be heard, and others may not interrupt or comment until all students have expressed their ideas. ○ Teacher utilizes quote from quick write to explain how propaganda was utilized to change/affect social, political and economic 	Differentiated Instruction: English Learners: Provide students with Plutchik’s Wheel of Emotions and discuss emotions in groups. Special Needs: Provide students with Plutchik’s Wheel of Emotions and discuss emotions in groups.	

	<p>perspectives. (no more than 3 minutes)</p> <ul style="list-style-type: none"> ▪ Introduce Essential Question: How does the treatment of various members of a society affect society as a whole? And review Big Idea: Constitutional rights are an evolutionary process. ▪ Teacher introduces Compare and Contrast Matrix modeling how to collect and place evidence on handout using the quote from the quick write. ▪ Teacher plays video. In dyads, students work on the matrix, completing the section for the video. ▪ After a few minutes have a classroom discussion or have student work in groups of four to discuss responses on the matrix, to check for understanding. <p>Interacting with the Text:</p> <ul style="list-style-type: none"> ▪ Students read “Japanese Internment Camps” on page 594 from <i>McDougal Little the American Reconstruction to the 21st Century</i>. (Lexile: 1020) They will read the first four paragraphs in Dyads and utilize the Clarifying Bookmark (see Lesson 1 for rationale and protocol, and bookmarks). The dyads fill out the matrix as they go through the text. ▪ Students independently continue reading “Japanese Internment Camps” to page 595 and complete the matrix. ▪ After text has been read, student dyads are given an envelope with four propaganda photographs. Students analyze the photographs and answer the questions on the matrix, citing evidence. <p>Extending Understanding:</p> <ul style="list-style-type: none"> ▪ Using the Comparison/Contrast matrix students will gather evidence to write a summary of how each perspective played a part in influencing the constitutional rights of Japanese-Americans. <ul style="list-style-type: none"> ○ Use the Academic Summary Template as needed for scaffolding students writing. <p>Closing/Checking for Understanding:</p> <ul style="list-style-type: none"> • Have students write a quick response to the following question: <ul style="list-style-type: none"> ✓ How does the treatment of various members of a society affect a society as a whole? Remind them to cite evidence. 	<p>English Learners: Clarifying Bookmarks Dyad Reading Model and provide guided practice to students on how to annotate and deconstructing the text to aid in comprehension.</p> <p>Special Needs: Clarifying Bookmarks Dyad Reading Model and provide guided practice to students on how to annotate and deconstructing the text to aid in comprehension.</p> <p>Accelerated Learners:</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Plutchik's Wheel of Emotion: Teacher Rationale and Protocol

Purpose: The task helps student describe with precision their emotional responses to visual, written or hybrid texts. Students move beyond past responses by using *Plutchik's Wheel of Emotion* to identify subtle emotions and a more complex vocabulary for describing their responses. *Plutchik's Wheel of Emotion* supports students' awareness of a range of emotions, development of a language for describing emotion, and increased ease in talking about emotional response. It can be used as part of a series of Interacting with Texts tasks, as it helps students distinguish between tone and mood.

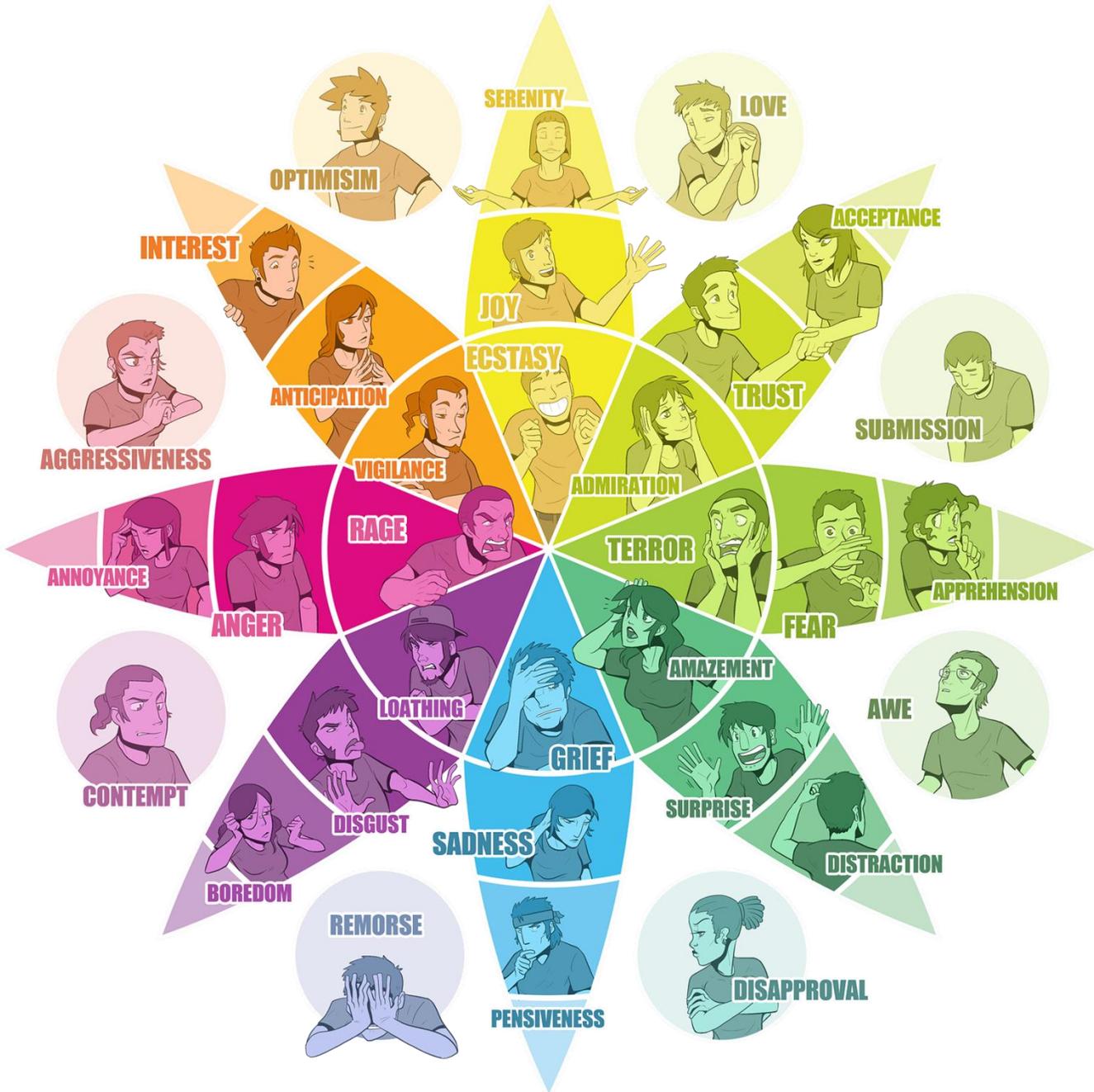
Required for use: When first using *Plutchik's Wheel of Emotion* it is important that students be reading a potent visual or written text that triggers emotional responses they have to describe. For example, students respond strongly when reading about the sacrificial killing in Shirley Jackson's short story "The Lottery," as the characters go about their business with no visible affect. It is their matter-of-factness about a disturbing reality that provokes strong responses in students.

Structure of the activity: *Plutchik's Wheel of Emotion* has eight basic emotions at the center of the wheel. Contrasting emotions are opposite in color and placement on the wheel. The outer circles on the wheel represent blends that are more nuanced than basic emotions. The emotions outside of the wheel are combinations arising from adjacent blends. The teacher asks students to jot down emotions felt when reading or viewing a text. Students determine where these emotions would fit on the wheel and whether their intensity reflects students' feelings. If they don't, then the wheel provides them with alternative choices. This activity can be repeated at different points in a text, visual, written, or hybrid. Alternately, students can use the wheel to identify how they felt at different points. The teacher can list emotional responses to different parts of a text and then match those responses to stylistic choices made by the author.

Process outline:

- Students work in small groups.
- Students write down three emotions in response to a text.
- They then locate the emotions on Plutchik's Wheel.
- The group discusses their responses and uses the wheel to arrive at three emotions they share and the rationale for these emotions.
- At a second point in time the activity is repeated and changes in emotional response are identified and mapped back to the text.

Plutchik's Wheel of Emotions



Compare/Contrast Matrix: Teacher Rationale and Protocol

Purpose: The Compare-and-Contrast Matrix is a graphic organizer that helps students analyze key features of two or more ideas, characters, objects, stories, etc., and can be used in all three moments of a lesson. These comparison charts highlight the central notions in a text, whether it is written or oral. The task can be used immediately before students experience an oral text, such as a mini-lecture to foreshadow important ideas that the teacher will present. Students can also use these matrixes to organize their understanding of a text they are reading or to revisit a text they have recently finished reading. As with any graphic organizer, these notes can be very helpful to students in constructing essays.

Required for use: For this task to be effective, the questions or prompts that guide students' comparisons must focus on salient and key elements that pertain to two or more thing being compared. For example, asking how two or more characters respond to challenges they face focuses students' attention on conflict and theme, while asking how characters are described focuses on categories that are not generative.

Structure of the activity: The teacher develops, based on goals for the lesson(s), three or four questions or prompts that guide students' analysis. The foci for comparison are placed in the left-hand column of a table, and the ideas, characters, objects, stories, etc. being compared are labeled at the top of columns in the table. For example, a compare/contrast matrix comparing two texts using three questions would be arrayed as follows:

	Text A	Text B
Question 1		
Question 2		
Question 3		

Process outline:

- Students work with a partner or small group
- They may complete the chart independently and then share findings or may complete it collaboratively.
- The teacher should circulate to clear up any misunderstandings.

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.

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? "

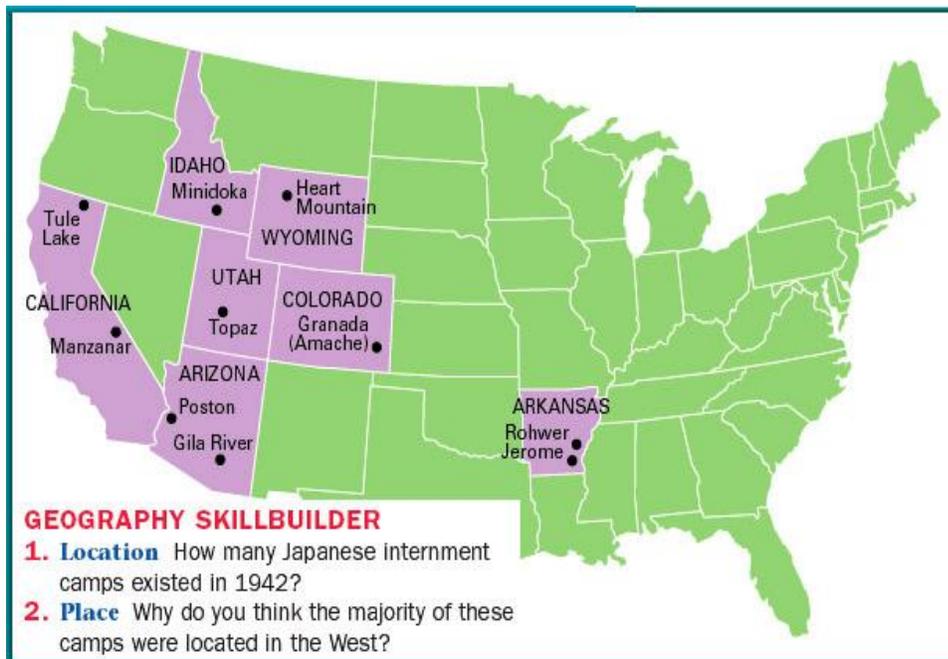
—from New Republic magazine, June 15, 1942

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."

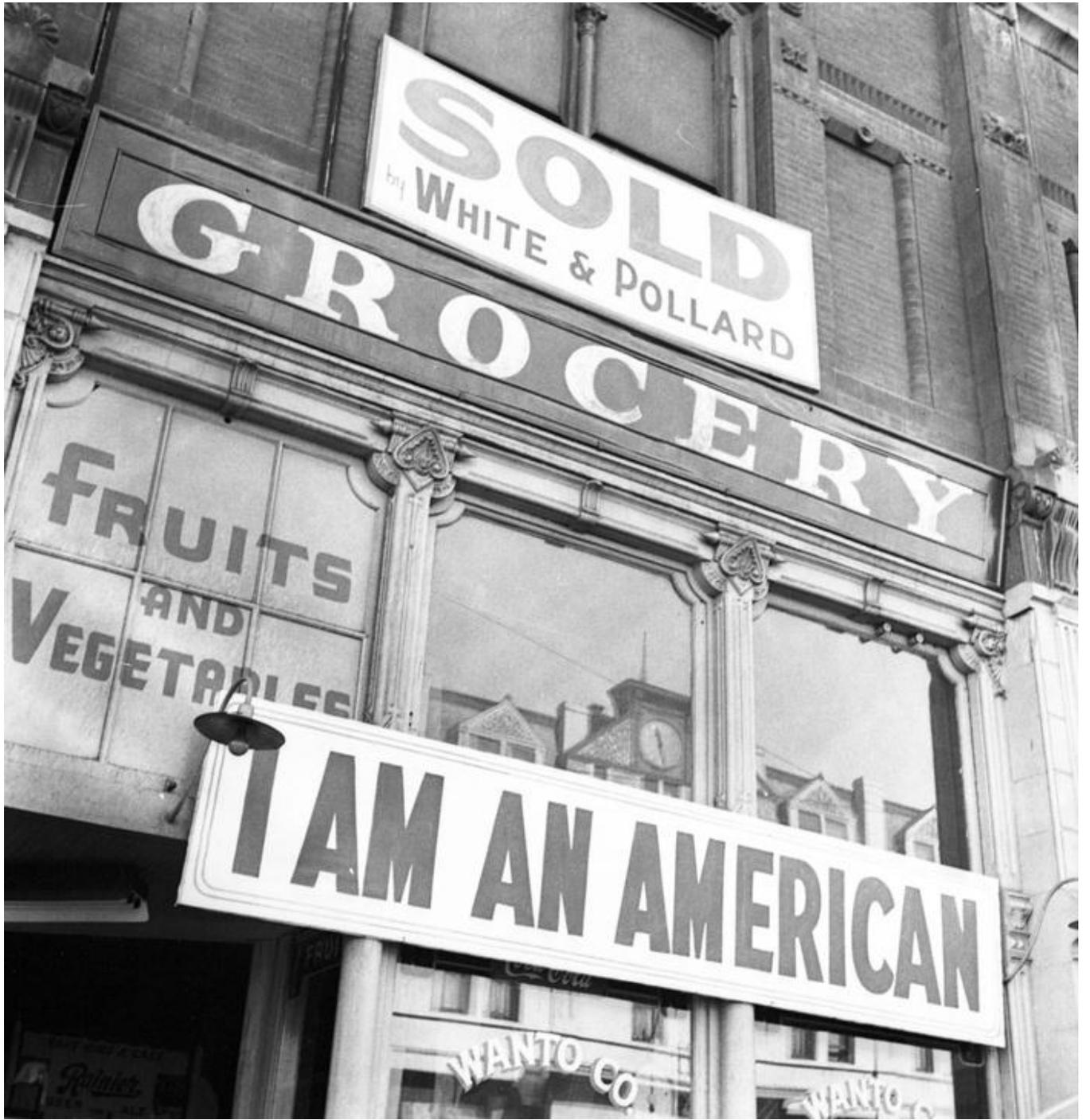






Sgt. Kazuo Komoto, veteran of Guadalcanal and New Georgia, shows his medal, the Purple Heart, to his younger brother, Susumu, while visiting his parents at the Gila River Relocation Center near Phoenix, Arizona.

— 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 all 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 all 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.

SAUSD Common Core Lesson Planner

Teacher:

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?

<p>Unit: Japanese Americans</p> <p>Lesson #: 3 Korematsu v. United States</p>	<p>Grade Level: 11th</p> <p>Course: US History</p>	<p>Duration: 2 periods</p> <p>Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards:</p> <p>11.7 Students analyze America's participation in World War II.</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><i>Integrating of Knowledge and Ideas</i></p> <p>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>Range of Reading and Levels of Text Complexity</i></p> <p>10. By the end of grade 12, read and comprehend history/social studies text in the grade 11-CCR text complexity band independently and proficiently.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Vocabulary word lists and handouts (3 different levels of tasks are provided)</p> <p>Reading with different focus (Korematsu v. United States) handouts</p> <p>Quick Write—Checking for Understanding</p>	
<p>Objectives</p>	<p>Content:</p> <p>Students will understand the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans: Fred Korematsu v. United States of America.</p>	<p>Language:</p> <p>Students will develop vocabulary necessary to read and understand multiple layers of complex text.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge</p> <p><input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline</p>	

Skills		<input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING Congressional Actions, Court Actions, Social Impact
	STUDENTS FIGURE OUT THE MEANING	WORDS WORTH KNOWING curfew, rights, racist, sabotage, segregated,
Pre-teaching Considerations		Students should have some knowledge of Thinking Maps and their use. They should also be familiar with working in groups to achieve a goal.
Lesson Delivery Comprehension		
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection
Lesson Opening	Prior Knowledge, Context, and Motivation: Say: Today we will work with some vocabulary necessary to understand a historical document.	

Body of the Lesson:
Activities/
Questioning/
Tasks/
Strategies/
Technology/
Engagement

Preparing the Learner:

Classifying and Grouping Vocabulary (3 ways to deliver the same information—differentiate based upon students)

1. Give students vocabulary words. To differentiate, either have students determine the main ideas of these three categories or give them the category main ideas.
2. Sort these words into the three general categories. If necessary, give students the vocabulary word with the definition.
3. Create an appropriate Thinking Map or give them a graphic organizer to complete.

Interacting with the Text:

Reading with a different focus. Students will read the same text: *Korematsu v. United States* (Lexile 1240) with four different tasks. (Student handouts have more complete directions)

READING #1: Initial Read. Read this text and annotate it.

Students may want to circle unfamiliar vocabulary, underline key ideas, or comment on the information presented.

READING #2: Read to analyze Supreme Court Case.

Students will answer the following questions, giving evidence from the text:

1. What was the key issue (or key issues) in this Supreme Court case?
2. What were the facts in this case presented to the Supreme Court?
3. What did the Supreme Court decide? What was the reasoning?
4. What was the impact of the Supreme Court decision?

READING #3: Read to determine sequence of events. Direct students to create a flow map, in which they place the given events in order from the text. Then next to each quote, draw a visual image that illustrates that event.

READING #4: Read to analyze quotes. Students will create a double entry journal, in which they write a response that shows their ability to question, analyze, interpret, evaluate, reflect, or predict. There are sentence starters provided if they need them.

Extending Understanding:

Let students know the materials presented in this lesson will be used in the final assessments.

Closing/Checking for Understanding: Essential Questions:

Have students write a quick response to the following questions:

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

Differentiated Instruction:

English Learners:

Classifying and Grouping Vocabulary give multiple entry points for various levels of English Learners

Students Who Need Additional Support:

Classifying and Grouping Vocabulary can be modified or students may receive individual assistance to complete activities.

Accelerated Learners:

Scaffolds provided can be modified or provided on a limited basis for more advanced learners.

Lesson Reflection

**Teacher
Reflection
Evidenced by
Student
Learning/
Outcomes**

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.

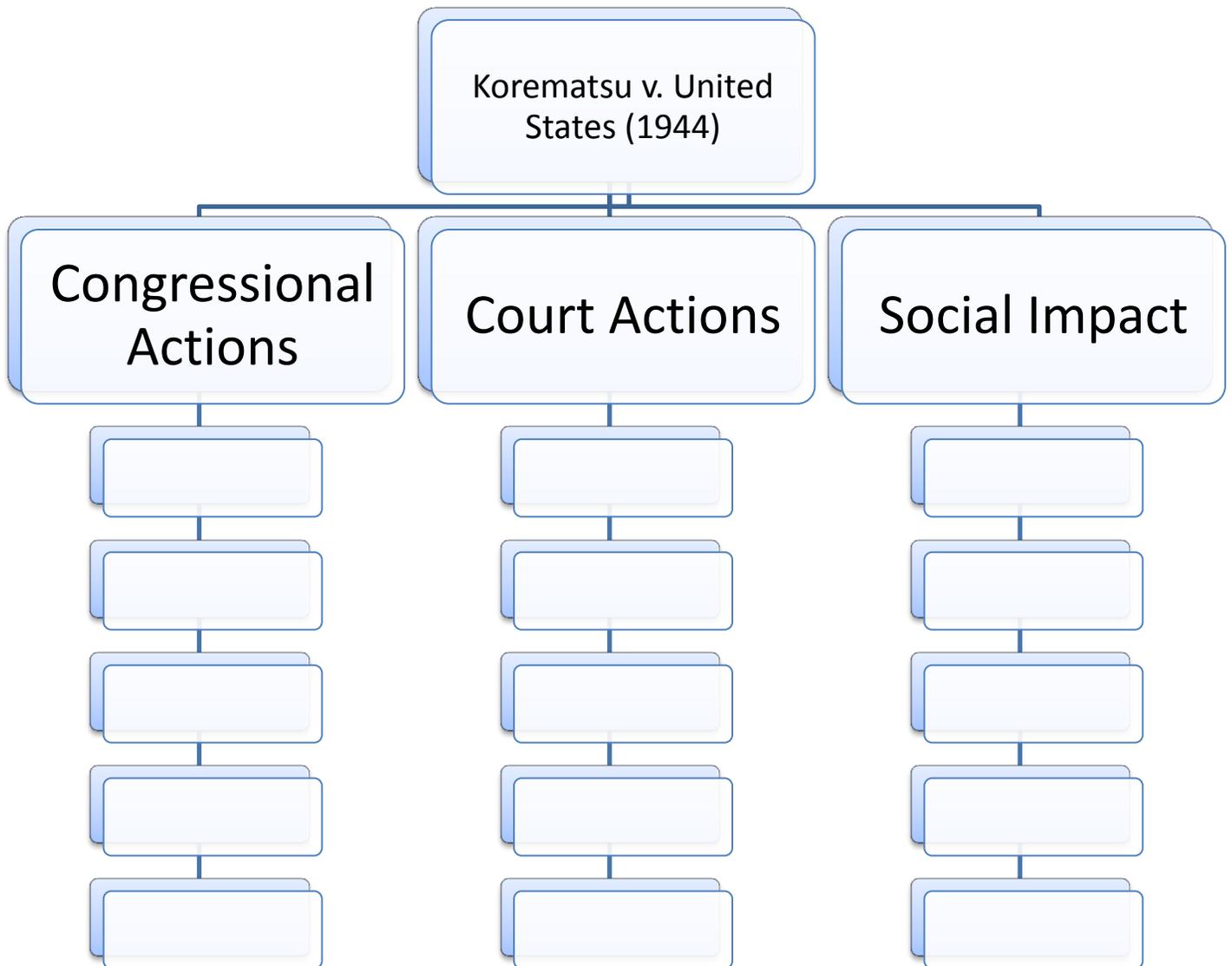
KEY TERMS TO KNOW

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

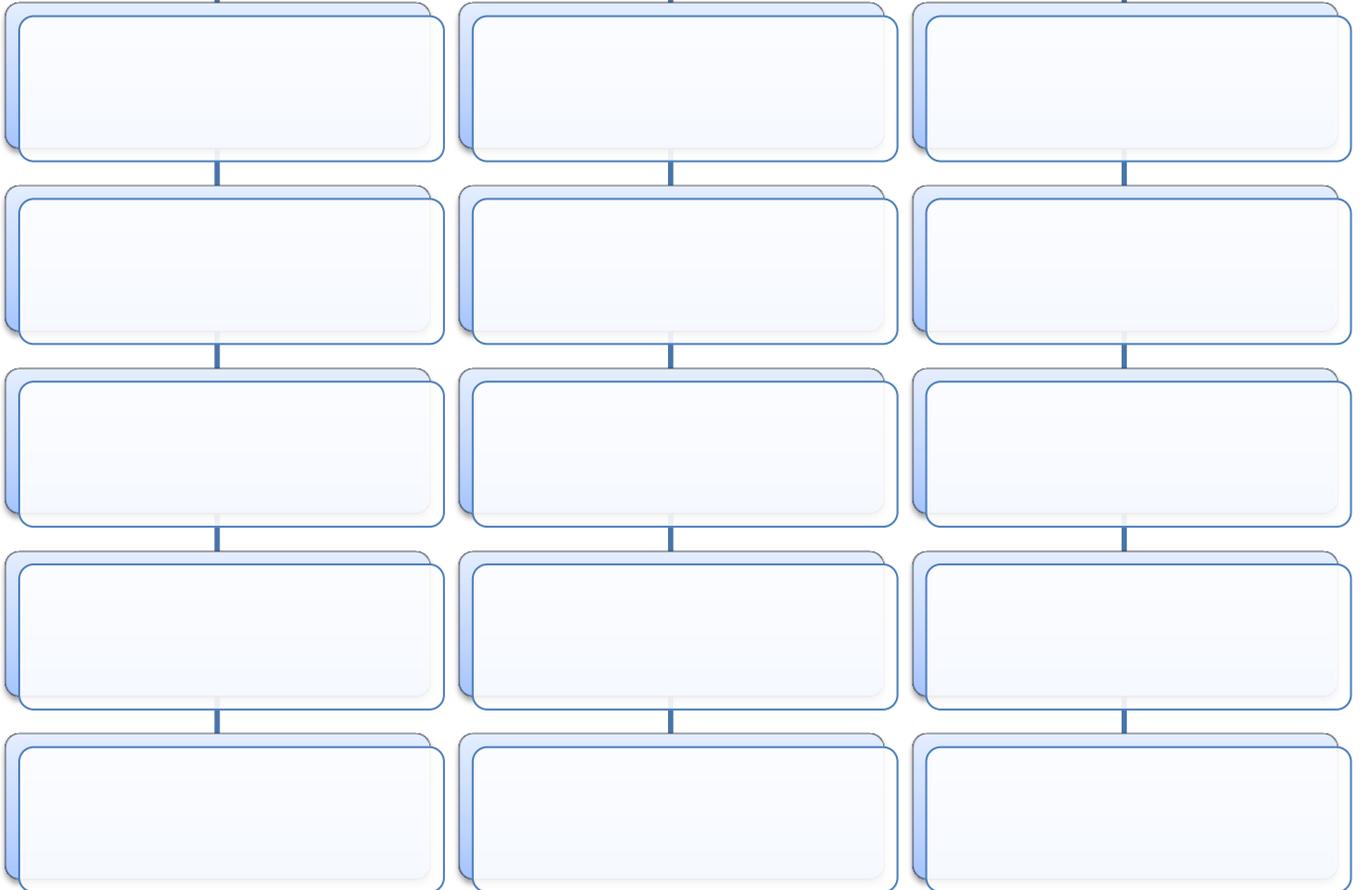
War Powers: the powers exercised by the president or by Congress during a war or a crisis affecting national security

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.

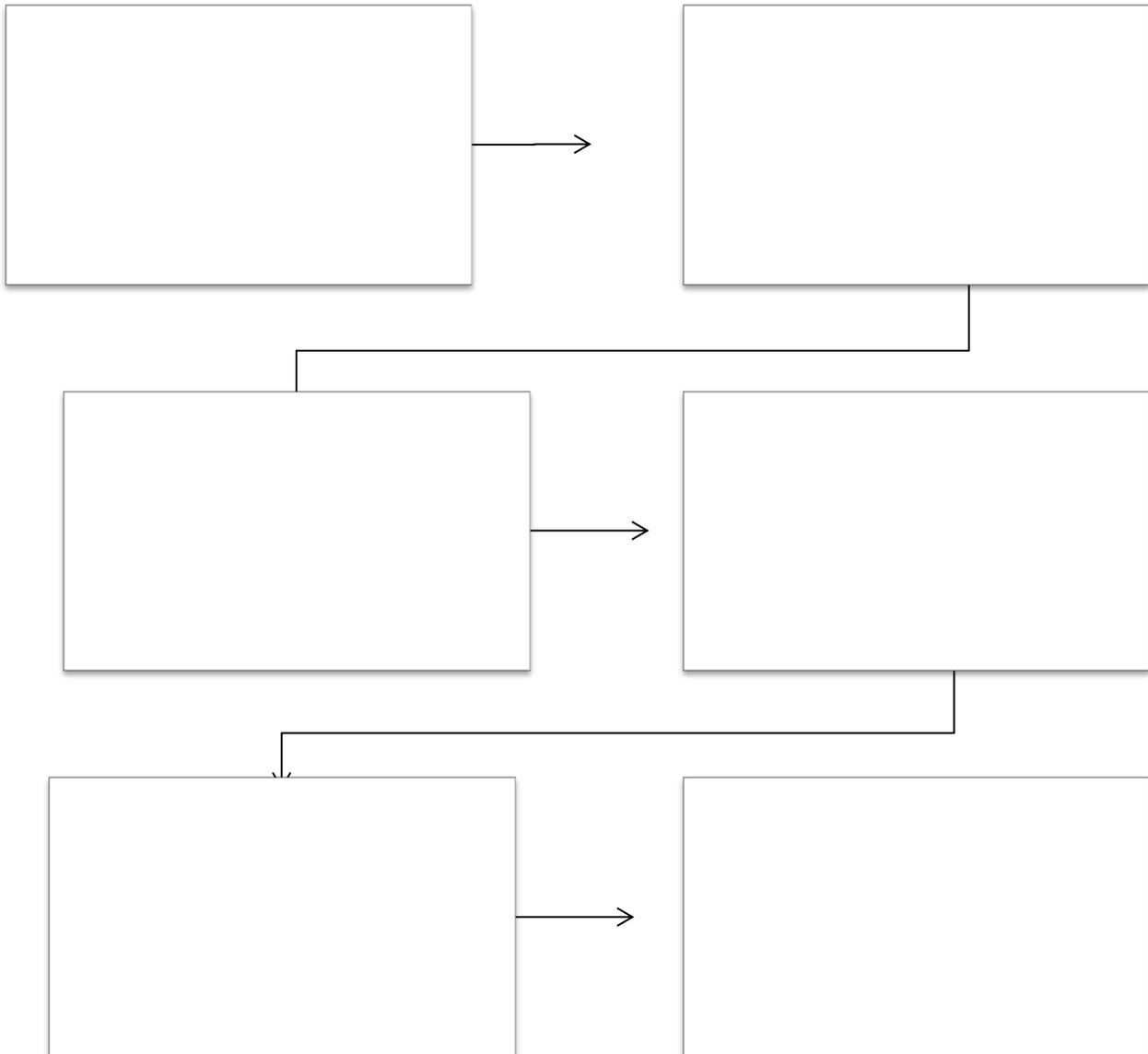
Answer the following questions, giving evidence from the text:

<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).

Quote from the Reading	Your Response
<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 curfew on “all person of Japanese ancestry,” including those born in the United States and those who had become citizens”.</i>	
<i>“The government claimed the curfew and relocations were necessary to prevent sabotage, 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 war powers 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 majority opinion 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...

SAUSD Common Core Lesson Planner

Teacher:

Big Idea: Constitutional rights are an evolutionary process.

Essential Question: What conclusions can be drawn about a culture/society based on its treatment of various groups within that society?

<p>Unit: Japanese Americans</p> <p>Lesson # 4 Analyzing Political Cartoons</p>	<p>Grade Level: 11th</p> <p>Course: U.S. History</p>	<p>Duration: 1 period</p> <p>Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards:</p> <p>11.7 Students analyze America's participation in World War II.</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans. .</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><i>Integrating of Knowledge and Ideas</i></p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>Range of Reading and Levels of Text Complexity</i></p> <p>10. By the end of grade 12, read and comprehend history/social studies text in the grade 11-CCR text complexity band independently and proficiently.</p> <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p><i>Text Types and Purposes</i></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><i>Production and Distribution of Writing</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	

		<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	
Materials/ Resources/ Lesson Preparation		<p>Analyzing Political Cartoon handouts</p> <p>Compare and Contrast Matrix</p> <p>Collaborative Poster and Gallery Walk worksheet with Rubrics</p>	
Objectives		Content: Students will analyze political cartoons to determine author’s purpose.	Language: Students will discuss and collaborate to create a poster that summarizes their conclusions.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & TEACHER PROVIDES SIMPLE	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING
	political cartoon, analyze, special interest groups		symbols

	STUDENTS FIGURE OUT THE MEANING	N/A	N/A
Pre-teaching Considerations	Students will need to have an understanding of the treatment of Japanese-Americans during WWII.		
Lesson Delivery Comprehension			
Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Opening	Prior Knowledge, Context, and Motivation: Inform students that their historical knowledge will be needed to understand the message being conveyed by political cartoons.		
Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	Preparing the Learner: Remind students of the skills developed in previous lessons. In Lesson 1 and Lesson 2 students have analyzed photographs to understand the message intended by the photographer. Students will need to apply that skill to help them analyze political cartoons. (You may need to review the activities or the support materials included in Lesson 1.) Interacting with Text: Analyzing Political Cartoons <ul style="list-style-type: none"> ▪ In groups of four, each student will receive a different political cartoon. ▪ Each student will analyze one political cartoon, after 5 minutes students will rotate political cartoon. ▪ They will continue with this protocol until they analyze all four political cartoons. Extending Understanding: After students analyze all four political cartoons, in groups of four they will complete the compare and contrast matrix. Compare and Contrast Matrix (see Lesson 2 for rationale and protocol) Students will answer the following three questions about each political cartoon: <ol style="list-style-type: none"> 1. What group of people is the political cartoon targeting? 2. What are the issues addressed in the political cartoon? 3. Based on the political cartoon, what conclusions can be drawn about the United States treatment of Japanese Americans? 	Differentiated Instruction: English Learners: Support English Learners by supplying sentence frames from Lesson 1 and reviewing skills learned with that lesson. Students Who Need Additional Support: Support student with sentence frames from Lesson 1 and reviewing skills learned with that lesson. Accelerated Learners: Have students research and analyze additional political cartoons of the time period.	

	<p>After completing the matrix, in groups of four students will create a Collaborative Poster.</p> <ul style="list-style-type: none"> • Tell students that each group will develop a Collaborative Poster that summarizes conclusion they drew about US culture/society based on its treatment of Japanese-Americans. • Remind students to cite evidence collected throughout the unit. • Assign each group one other poster to evaluate. <p>Closing/Checking for Understanding: Gallery Walk</p> <ul style="list-style-type: none"> • Have students display their posters for everyone. • Tell students to walk around and look at other group's posters (not just that poster they were evaluating). • Ask students to focus on common elements in posters and take notes. • After groups return to their seats, ask each group to identify the big ideas that were expressed. • Make a list as a class. 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		



Political Cartoon # 1

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

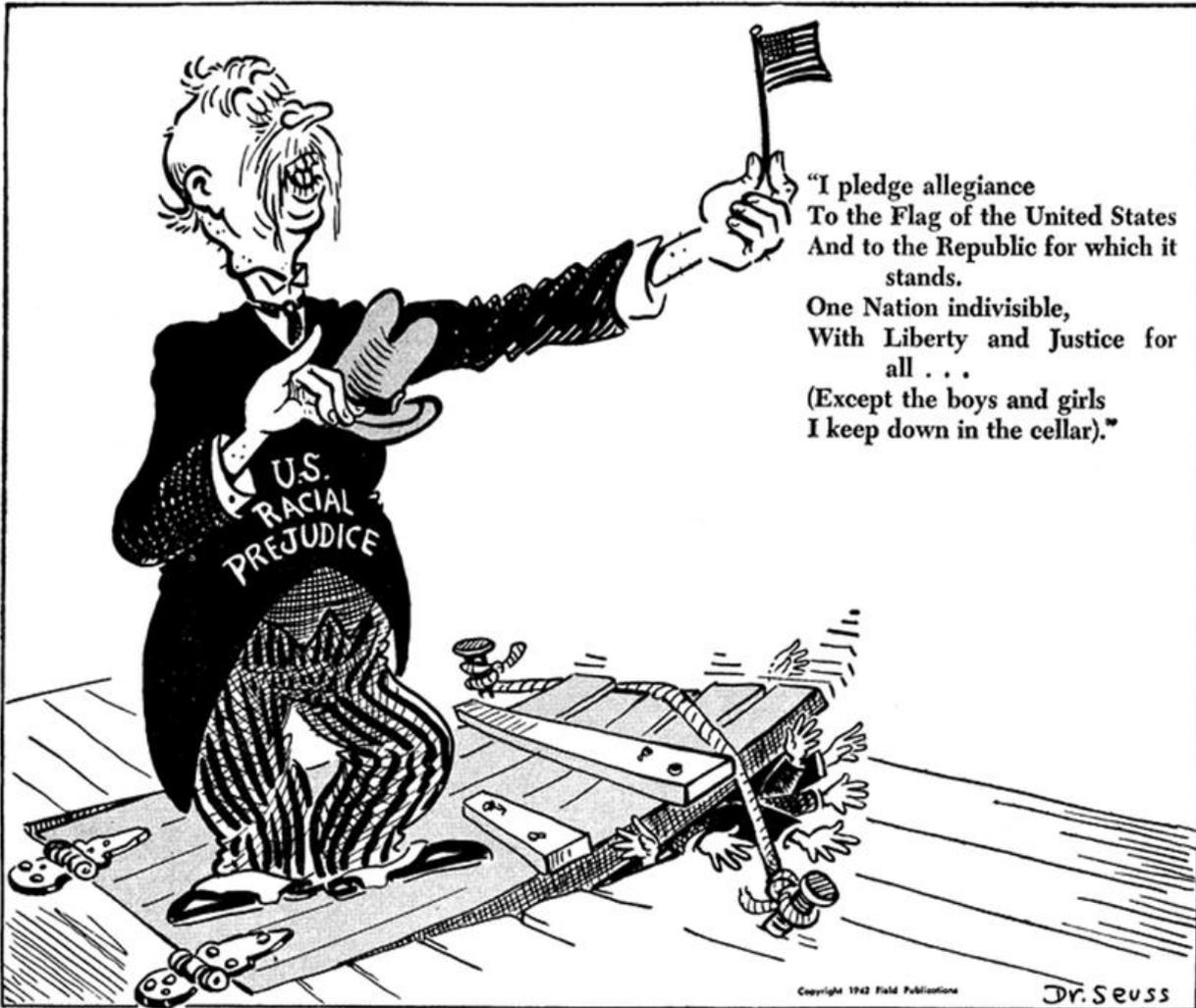


Political Cartoon # 4

<p>Visual <i>List the objects or people.</i></p>	<p>Visuals <i>Describe the actions taking place in the cartoon.</i></p>	<p>Visuals: <i>Which of the objects are symbols?</i></p> <p><i>What do you think each symbol means?</i></p>
<p>Words <i>Locate 3 words/phrases used to identify objects/people within the cartoon.</i></p>	<p>Words <i>Which words/phrases seem important? Why?</i></p> <p><i>List adjectives that describe the emotions portrayed.</i></p>	<p>Words <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



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

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

Collaborative Poster with Rubric: Teacher Rationale and Protocol

Purpose: The Collaborative Poster with Rubric provides opportunities for students to consolidate and extend their understanding of key ideas in a text or unit by representing them in a novel way, and is most effective when used in the Extending Understand of Texts moment of the lesson. The task requires that students synthesize their own understanding of key ideas they read, share that understanding with members of their group, and negotiate and come to consensus about how to represent these main ideas and themes in visual and written form. A rubric is provided to enhance students' agency and autonomy by making explicit what needs to be paid attention to during the development of the end product. In doing so, students revisit the text to select a quote and image that best represents key ideas and to craft an original phrase that synthesizes their understanding. The task provides support for students to cite relevant evidence that supports their reasoning about a text.

Required for use: Students need to be given time to think individually about how to represent on a collaborative poster the spirit of a text read by the team. In the ensuing discussions in their small groups — at which point the group must reach consensus on one (or more) image, quote, and original phrase — all should be primed with ideas to share and from which to build their consensus. As groups plan and create their poster, a rubric is essential to ensure that they discuss the text, stay on task, and use images to highlight main ideas rather than merely to decorate the poster.

Structure of the activity: The first time students create a Collaborative Poster; they should have 25 minutes to complete it, but no more (do not compromise). After 20 minutes, post the posters as they are and have students use the rubric to assess selected posters. Teams may revise their posters on their own time. Decrease the time for work on subsequent poster assignments until students work within a 20-minute timeframe. Provide each student in the team a single marker, of a different color from any other team member's for his or her work on the poster, as well as for signing the poster when the group agrees that it is complete.

Process outline:

- Students have already read the team text, supported by scaffolding as needed.
- Students have selected one quote and one image to share.
- Students engage in two Round Robin sharing: the first to share the quote and the second to share the image.
- After students have finished sharing their images and quotes they begin to negotiate about which quote best represents the spirit or theme of the story.
- After that, students agree on an integrated image that best represents the text.
- Once these have been agreed upon, students develop an original phrase that connects to and synthesizes the ideas they have represented in the poster.
- Each student contributes to the completion of the poster, signs his or her name, using the assigned marker.
- Finally, students use the rubric to evaluate their own work. They give themselves an overall evaluation and indicate two reasons why the product deserves that assessment.
- Posters are posted in the room for all to see.
- Other groups assess one poster, using the rubric. They indicate three reasons why the poster gets the specific rating and perhaps suggest what team could do to improve. They sign and place their assessment on the poster.

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

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

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

Gallery Walk: Teacher Rationale and Protocol

Purpose: This task enables students to self-assess a product and then assume a more distant and critical stance toward a collaborative product developed in groups, an important aspect of reflection and meta-awareness developed in tasks comprising the Extending Understanding moment. The Gallery Walk also promotes students' metacognitive development, since they have to understand the level of implementation of key criteria in peers' products. To do this, they are provided with a rubric or specific focus for assessing how other groups accomplished the same task. The Gallery Walk helps students learn about effective, or ineffective, ways to organize and represent ideas, take note of patterns and trends within the classroom, and envision how they might accomplish tasks in the future.

Required for use: A clear focus for assessing other groups' work is necessary for this task to be effective. The focus for the gallery walk should be specific and generative and related directly to the criteria for development of the product. A second, and equally necessary, requirement is the setting of norms for assessing the work of other students. Students need clear guidelines and language before they begin their gallery walks, and they need to write a written assessment and sign their notes. This helps to model academic uses of language and habits of mind, and to avert problems.

Structure of the activity: Students need to know what they should do as individuals and as a group as they assess the work of others and when they return to their small groups. Based on the number of groups and the needs of students, students may participate in the gallery walk as individuals, dyads or small groups. If students are unfamiliar with assessing the work of others, the teacher may need to model the process with the help of two or three students and a poster from another class. Students need to know if they are to take notes on a form or post comments on a poster. They also need to know how they will be held accountable individually and as a group.

Process outline:

- Students move in groups, pairs, or individually in a pre-arranged direction and signal.
- Students discuss the product using a rubric or focus questions provided.
- Students write down their assessment with each student keeping notes and signing it.

Options for scaffolding: If needed, students should have formulaic expressions that they can use to begin their discussion of the product. Some possible expressions include:

Based on the rubric, I think the poster should be rated ____ because...

I think the poster should be rated as _____ because...

I agree/disagree with your assessment because....

SAUSD Common Core Lesson Planner

Teacher:

Big Idea: Constitutional rights are an evolutionary process.

Essential Question: How do historical events affect social, political, and economic perspectives of a society?

<p>Unit: Japanese Americans</p> <p>Lesson # 5 Connecting Ideas</p>	<p>Grade Level: 11th</p> <p>Course: U.S. History</p>	<p>Duration: 2-3 periods</p> <p>Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards:</p> <p>11.7 Students analyze America's participation in World War II.</p> <ol style="list-style-type: none"> 1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. 5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans. <p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <ol style="list-style-type: none"> 2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p><i>Key Ideas and Details</i></p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <p><i>Integrating of Knowledge and Ideas</i></p> <ol style="list-style-type: none"> 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p><i>Text Types and Purposes</i></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, 	

	<p>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><i>Production and Distribution of Writing</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Research to Build and Present Knowledge</i></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<p>3x5 cards for evidence gathering before Four Corners (optional) Materials for project, as determined by students Types of Propaganda review page Final Project Rubric</p>	
<p>Objectives</p>	<p>Content: Students will analyze U.S. attacks on civil liberties and the impact of WW II events on the U.S. home front, including the internment of Japanese Americans.</p>	<p>Language: Students will reflect on and agree or disagree with controversial statements. Students will create a piece of propaganda to support their position (with evidence) on one of the statements.</p>

Depth of Knowledge Level		<input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING curfew, justify, violation	WORDS WORTH KNOWING NA
	STUDENTS FIGURE OUT THE MEANING	NA	NA
Pre-teaching Considerations		Students will need to work on this project outside of class as well as during class. You may want to consider that when groups are made.	
Lesson Delivery Comprehension			
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Opening	Prior Knowledge, Context, and Motivation: Say: Students will have an opportunity to reflect on knowledge acquired during the unit. It is crucial that students agree or disagree with statements based on evidence.		

<p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies / Technology / Engagement</p>	<p>Preparing the Learner:</p> <p>Four Corners Discussion –see teacher directions on the next page. Have students determine their opinions about the following statements:</p> <ul style="list-style-type: none"> • Executive Order #9066 was necessary to protect the security of the nation. • Curfews protect citizens • Wartime dangers justify the violation of civil rights. <p>Extending Understanding:</p> <ol style="list-style-type: none"> 1. Discuss with student the propaganda techniques and assignment with rubric. <ol style="list-style-type: none"> a. In groups of four, students choose one of the messages from the four corner activity that could have been sent to an audience during this time period (they may change the message to reflect your belief about the statement). <ul style="list-style-type: none"> • Executive Order #9066 was necessary to protect the security of the nation. • Curfews protect citizens • Wartime dangers justify the violation of civil rights. b. Create their own piece of 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. <p>Extending Understanding/Closing:</p> <p>Students will present their work to the class and evaluate their work and the work of peers utilizing the rubric.</p>	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Students may need some prompting in order to understand the nuances in the Four Corner statements.</p> <p>Group students with stronger peers to assist in creating propaganda piece.</p> <p>Students Who Need Additional Support:</p> <p>Students may need some prompting in order to understand the nuances in the Four Corner statements.</p> <p>Group students with stronger peers to assist in creating propaganda piece.</p> <p>Accelerated Learners:</p> <p>Additional statements can be added to the Four Corner task.</p> <p>Students can work individually on more complex tasks as they create a piece of propaganda.</p>
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Lesson Reflection

<p>Teacher Reflection Evidenced by Student Learning/ Outcome</p>	
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Teacher Directions for Four Corners

Purpose: Four Corners is a forced-choice task that can be used in a variety of subjects. For this task, the teacher writes a controversial statement in a definitive manner (there should not be a clear “right” or “wrong” choice to the statement.)

Process: Before class, record the statements on an interactive white board or overhead so students will be able to view the statements one at a time. Clear the four corners of the room of tripping hazards and label each corner of the room with a sign stating “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.”

The teacher distributes 3 x 5 cards to all students and asks them to record on the unlined side of the card the letter representing their choice of the four alternatives after she or he reads each aloud and posts them for reading. On the lined side of the card, students write three reasons for their choice, citing evidence.

The teacher then reads each statement and asks students to assemble in the corner of the room that corresponds to their choice.

In each corner, students form groups, ideally of three or four each, and exchange the reasons for their choice.

After two or three minutes of exchange, representative students share reasons for their choices. Based on the evidence provided, students may change “corners” if their belief changes.

Repeat the process for the next statement.

When all four statements have been shared, students return to their seats.

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
Audiences and Purpose	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.
Organization	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.
Persuasive Appeal	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.
Use of Language	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.

SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: Japanese Americans</p> <p>Final Assessment</p>	<p>Grade Level/Course: 11th Grade</p> <p>U. S. History</p>	<p>Duration: 1 period</p> <p>Date:</p>
<p>Common Core and Content Standards</p>	<p>Content Standards:</p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p style="padding-left: 40px;">2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</p> <p>11.7 Students analyze America's participation in World War II.</p> <p style="padding-left: 40px;">1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p> <p style="padding-left: 40px;">5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p><i>Key Ideas and Details</i></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><i>Integrating of Knowledge and Ideas</i></p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p>10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p><i>Text Types and Purposes</i></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p>	

		<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	
Materials/ Resources/ Lesson Preparation		DBQ packet (one per student)	
Objectives		Content: Focusing on the Japanese-American perspective, students will analyze the major political, social, economic, technological, and cultural developments of the 1920s and America's participation in World War II.	Language: Students will write an essay that integrates the skills and content knowledge gained throughout the unit.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		NA	NA
	STUDENTS FIGURE OUT THE MEANING	NA	NA

Pre-teaching Considerations	<p>Students will use materials from the unit as background material to complete this assessment. If a lesson was not completed, the materials should be provided to students to use for this task.</p> <p>Lexile Levels for Final Assessment: Document A: Majority Opinion of Supreme Court in Korematsu v. United States (Lexile 1400) Document D: Majority Opinion of Supreme Court in Korematsu v. United States (Lexile 1530) Document G: Executive Order (Lexile 2610)</p>
Lesson Delivery Comprehension	
Instructional Methods	<p>Check method(s) used in the lesson:</p> <p> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection </p>
Lesson Opening	<p>Prior Knowledge, Context, and Motivation: Say: This assessment provides you with an opportunity to use the skills and knowledge that you have gained throughout this unit.</p>

<p>Body of the Lesson: Activities/ Questioning / Tasks/ Strategies/ Technology/ Engagement</p>	<p>Preparing the Learner:</p> <p>Understanding assessment criteria Review the rubric requirements. Explain the differences between the categories and provide examples as needed.</p> <p>Interacting with the text:</p> <p>Final Summative Assessment <i>Note to teacher: See sidebar for differentiation.</i></p> <ol style="list-style-type: none"> 1. Distribute the assessment to students. 2. Have them gather the other materials they have used and produced throughout this unit to use as background materials. <p>There are two parts to the assessment.</p> <p>The first part is a Document Based Question: How did the U.S. Federal government and public opinion converge to influence federal policy and Supreme Court rulings, primarily on the West Coast during WWII?</p> <ol style="list-style-type: none"> 3. Students should spend about 20 minutes reading and annotating the documents, and then about 40 minutes writing their essay. 4. Permit additional time to complete the essay if necessary. <p>The second part of the assessment is a reflection and application to personal life: Based on the evidence provided by this unit and your knowledge of the current social, political and economic climate in the United States, would Korematsu pass today?</p> <p>Extending Understanding: If time permits, have students self-assess their own or their peers' essay, using the rubric provided on the prompt.</p>	<p>Differentiated Instruction:</p> <p>English Learners: Provide guidance and suggestions for using prior activities to support their application of new knowledge. Provide essay outline or frame for students who are learning to organize their writing.</p> <p>Students Who Need Additional Support: Provide guidance and suggestions for using prior activities to support their application of new knowledge. Provide essay outline or frame for students who are learning to organize their writing. You may use documents A, B, C, E, and G as a modified assessment.</p> <p>Accelerated Learners: Assess pre-AP students using the AP rubric, which requires more complex thinking and writing.</p>
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

UNITED STATES HISTORY ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Korematsu v. United States (1944)

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-H and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period (what you have learned about in this unit).

Question: How did the U.S. Federal government and public opinion converge to influence federal policy and Supreme Court rulings, primarily on the West Coast during WWII?

Advanced	Proficient	Basic	Below Basic
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.

UNITED STATES HISTORY ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Document C



Courtesy of National Japanese American Historical Society ca. 1920

Document D

“Korematsu was not excluded from the military area because of hostility to him or his race. He was excluded because 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 majority opinion of the Supreme Court in Korematsu v. United States (1944), written by Justice Hugo Black

UNITED STATES HISTORY ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Document E



Waiting for the signal from home..., published by PM Magazine on February 13, 1942, Dr. Seuss Collection, MSS 230.

Document F



Photograph of Members of the Mochida Family Awaiting Evacuation, 05/08/1942

UNITED STATES HISTORY

ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Document G

Executive Order #9066

The President
Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense materials, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1928, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104)

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

Franklin D. Roosevelt
The White House,
February 19, 1941.

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**

Presidio of San Francisco, California
May 7, 1942

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY**

Living in the Following Area:

All of the City of Sacramento, State of California.

Pursuant to the provisions of Civilian Exclusion Order No. 52, this Headquarters, dated May 7, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P. W. T., Saturday, May 16, 1942.

No Japanese person living in the above area will be permitted to change residence after 12 o'clock noon, P. W. T., Thursday, May 7, 1942, without obtaining special permission from the representative of the Commanding General, Northern California Sector, at the Civil Control Station located at:

Civic Memorial Auditorium,
Fifteenth and I Streets,
Sacramento, California.

Such permits will only be granted for the purpose of uniting members of a family, or in cases of grave emergency. The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, business and professional equipment, household goods, boats, automobiles and livestock.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Friday, May 8, 1942, or between 8:00 A. M. and 5:00 P. M. on Saturday, May 9, 1942, or between 8:00 A. M. and 5:00 P. M. on Sunday, May 10, 1942.
2. Evacuees must carry with them on departure for the Assembly Center, the following property:
 - (a) Bedding and linens (no mattress) for each member of the family;
 - (b) Toilet articles for each member of the family;
 - (c) Extra clothing for each member of the family;
 - (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
 - (e) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.

3. No pets of any kind will be permitted.
4. No personal items and no household goods will be shipped to the Assembly Center.
5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.
6. Each family, and individual living alone, will be furnished transportation to the Assembly Center or will be authorized to travel by private automobile in a supervised group. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M., Friday, May 8, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Saturday, May 9, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Sunday, May 10, 1942, to receive further instructions.

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J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

