

8th Grade Japanese Internment Inquiry

Should Freedom Be Sacrificed in the Name of National Security?

Staging the Question: Consider the limits of personal freedom by taking a position on a series of current issues through a Four Corners activity.

| Social Studies Practices | <ul style="list-style-type: none"> ✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation ✔ Comparison and Contextualization | | |
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| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 | Supporting Question 4 |
| What were the reasons for and against Japanese American exclusion and internment? | How did internment disrupt Japanese Americans' lives? | How did the 1944 case <i>Korematsu v. United States</i> illustrate division in the United States over exclusion policy? | What were the arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans? |
| Formative Performance Task | Formative Performance Task | Formative Performance Task | Formative Performance Task |
| Create a list of stated or implied reasons for and against the exclusion of people of Japanese ancestry on the West Coast made during the 1942 debate over West Coast security. | Write a paragraph describing how life was disrupted for interned Japanese Americans. | Complete a graphic organizer comparing arguments from the majority and dissenting opinions in <i>Korematsu v. United States</i> . | Develop a claim supported by evidence in favor of or opposed to the Civil Liberties Act. |
| <i>Integration of Inquiry Process and Skills</i> | | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 | Supporting Question 4 |
| Connect: States and verifies what is known and makes connections to prior knowledge about freedom by expressing their own existing beliefs related to freedom and security. Graphic Organizer: Connect#14 | Connect: States and verifies what is known and makes connections to prior knowledge about how internment disrupted Japanese Americans' lives. Graphic Organizer: Connect#14 | Connect: Revises the question or problem as needed to arrive at a manageable topic for inquiry about how the <i>Korematsu</i> case illustrated division in the U.S. Graphic Organizer: Connect#16 and Connect#17 | Connect: Expresses the big idea and the relation of own topics of interest to that idea through a mind map about reparations payments to Japanese Americans. |
| Wonder: Determines what information is needed to support the investigation and answer the questions about the reasons for and against Japanese exclusion and internment. | Wonder: Determines what information is needed to support the investigation and answer the questions about how internment disrupted Japanese Americans' lives. | Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the arguments from majority and dissenting opinions in <i>Korematsu v. United States</i> . Graphic Organizer: Wonder#12 | Wonder: Refines questions to guide the search for different types of information about the arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans. Graphic Organizer: Wonder#15 |
| Investigate: Evaluates and paraphrases information from the 1942 debate over West Coast security while reading and examining sources which address the reasons for and against exclusion and internment. | Investigate: Uses different formats as sources of information about how internment disrupted Japanese Americans' lives by examining a Japanese American woman's diary and several online collections of photographs of Japanese American internment camps. Graphic Organizer: Investigate#75 | Investigate: Recognizes the effect of different perspectives and points of view on information in the <i>Korematsu v. United States</i> while examining excerpts of majority and dissenting opinions from the case as well as excerpts from the United States Constitution. Graphic Organizer: Investigate#76 | Investigate: Recognizes that own point of view influences the interpretation of information while studying the 1988 Civil Liberties Act and reading apologies issued by two sitting U.S. presidents. Graphic Organizer: Investigate#77 C3 Resources |
| Construct: Combines information and weighs evidence to draw conclusions and create meaning. | Construct: Draws conclusions based on explicit and implied information. Graphic Organizers: Construct#31 | Construct: Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate. | Construct: Draws conclusions based on explicit and implied information. Graphic Organizer: Construct#31 |
| Express: Creates a list of stated or implied reasons for and against the exclusion of people of Japanese ancestry on the West Coast made during the 1942 debate over West Coast security. | Express: Writes a paragraph describing how life was disrupted for interned Japanese Americans. | Express: Completes a graphic organizer comparing arguments from the majority and dissenting opinions in <i>Korematsu v. United States</i> . | Express: Develops a claim supported by evidence in favor of or opposed to the Civil Liberties Act. |
| Reflect: | Reflect: | Reflect: | Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#19 |
| <p>Summative Performance Task: Argument: Should freedom be sacrificed in the name of national security? Construct an argument (e.g., detailed outline, poster, or essay) using specific claims and relevant evidence from historical sources while acknowledging competing views. Extension: Craft a statement that could be used in a court on the question of how to balance freedom and security.</p> | | | |