**Japanese Internment, Nativism, and Today**

 **Nativism**

|  |  |
| --- | --- |
| **What is Nativism?** | *Nativism is…* |
| **What is a scapegoat?** |  |

 **Stations Activity**

**Directions:** On the following pages, use the graphic organizers to answer questions related to Documents A-D.

* You will be divided into **4 groups**, starting at an assigned station
* With your group, **travel to each station clockwise** when instructed
* You will spend **5 minutes at each station**
* **Answer the questions on the graphic organizers below** related to each station document
* BE COLLABORATIVE AND INCLUSIVE

|  |
| --- |
| **Station 1: Document A** **1.)** Based off this proclamation, if the United States is at war, what could happen to individuals in America with connections to the country that the U.S. is at war with?*Individuals with connections to a country that is at war with the U.S. could…***2.)** What do you think an “alien enemy” is? **3.)** President Roosevelt proclaims the Japan attacked the United States. How do you think nativism will play a role in the actions taken after this proclamation? |

|  |
| --- |
| **Station 2 Document B****1.)** What is espionage? How could nativism and scapegoating influence who is targeted as one who is participating in espionage?**2.)** This executive order allows certain leaders in the US government/military to create “military areas.” What is the purpose of creating these areas?**3.)** What could be problematic about giving military commanders discretion as to how they “enforce compliance”? |

|  |
| --- |
| **Station 3 Document C** **1.)** What happened to the store in this picture? **2.)** Why do you think the owner of the store hung up the sign shown? |

|  |
| --- |
| **Station 4 Document D****1.)** In your opinion, what is most significant about this picture?**2.)** Based on this picture, what do you think life was like for Japanese Americans in the internment camps?**3.)** Does this picture remind you of anything that exists today?  |

 **Connections to Today**

**Directions**: Using **Document E** from your source packet, **evaluate the presented graph**.

**Complete the graphic organizer** below.

These questions will push your critical thinking skills. Do your best and we will discuss your answers as a class.

|  |  |
| --- | --- |
| What significant information does this graph display? |  |
| Why do you think the increases on this graph occurred? |  |
| How are nativism and scapegoating related to this graph? |  |

 **Exit Ticket**

**Imagine you are a journalist today** writing a story on the rise of anti-Muslim attacks in the U.S. after 9/11 and 2015/2016.

**In a 4-5 sentence paragraph**, **write a call to action to the U.S. government** as to why they should take immense efforts to stop these attacks and ensure they do not happen again.

* Use **historical context from WWII** to explain why these attacks are **prejudiced** by targeting **innocent people** for the actions of others.
* Include the words **nativism** and **scapegoat** in your response.

Write your response below.

|  |
| --- |
|  |