**Lesson Plan Template**

Author’s Name: Sammy Ramey

Lesson Title: Japanese Internment, Nativism, and Today

Grade Level: 10

Compelling Question: How did nativism affect US citizens during WWII? How is nativism still prevalent today?

**Lesson Foundations**

|  |  |
| --- | --- |
| Content Standards | 21. United States policy and **mobilization of its economic and military resources during World War II affected American society**. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.32. The United States faced new political, national security and economic challenges in the post -Cold War world and **following the attacks on September 11, 2001.** |
| Learning Objective(s) | LO1: SWBAT define the terms nativism and scapegoat LO2: SWBAT analyze primary source documents related to Japanese internment LO3: SWBAT evaluate how Nativism still exists in the 21st century, analyzing graphs related to anti-Muslim attacks in 2001 and 2015 | Assessment(s)Include LO being addressed | A1 (LO1&2): Stations ActivityA2 (LO3): Graph analysis A3 (LO1-3): Exit ticket  |
| Materials & Resources | “The 1942 Internments and Today’s Security Crisis" (<https://origins.osu.edu/history-news/1942-internments-and-today-s-security-crisis?language_content_entity=en>)-PowerPoint, Guided Notes-See source packet for Sources A-E.   |

**Instructional Procedures/Steps**

|  |  |
| --- | --- |
| Opening\_\_\_\_\_\_\_~\_5\_\_ Minutes | **Bell Ringer: Decoding a Political Cartoon*** To begin this lesson, display the first slide of the PowerPoint containing the political cartoon

-Ask students to spend a minute decoding the cartoon, challenging them to analyze the message being portrayed-After students have time to gather their thoughts, begin a whole class discussion regarding the message of the political cartoon-Pull as much student voice into the conversation as possible, guiding students’ thoughts and ideas about the cartoon-After facilitating the conversation, explain how this cartoon represents nativism. Explain how Uncle Sam represents America, and how sometimes native-born Americans (especially those “perceived” as native born, i.e., white Americans) oppose individuals with foreign connections out of fear that they will challenge the ideals of America-Use this conversation to transition into the introduction of the lesson for further explanation  |
| Instruction\_\_~45\_\_\_\_\_\_\_\_ Minutes | **Introduction Lecture (5 minutes)*** Define “nativism” and “scapegoat”

-When defining nativism during the transition from the bell ringer to brief lecture, it is important to note how problematic nativist sentiment is. Be sure to explain that nativist language and ideals are typically created out of prejudice, whether related to race, ethnicity, language, religion, etc., that exclude targeted groups from enjoying their rights as American citizens.-Connect nativism to scapegoating. Ask students: “What do you think a scapegoat is?” -Use student responses to create a definition for scapegoat. Explain how when nativist sentiment rises, individuals with connections to the “foreign opposition” are often scapegoated for problems in the US. Further describe how these individuals, no matter how innocent, have historically been blamed for the actions of others who share some aspect of their identity. **Stations Activity (25 minutes)*** Give some brief background information related to Japanese internment

-Transition from defining nativism and scapegoat to Japanese internment, stating how innocent Japanese Americans and residents were targeted by the U.S. government after the attacks on Pearl Harbor (at this point in your WWII unit, students should be familiar with what happened at Pearl Harbor). -Ask students: “What does it mean to be a conspirator? Why would Japanese Americans be targeted as possible conspirators after the attack on Pearl Harbor?” -Help students communicate that because Japanese Americans looked like those living in Japan, and because some were born in Japan, they were not trusted by the US. There was a fear that the allegiance of these peoples was with Japan, and fear they would conspire against the US as folks living on US soil. -Ask students: “Is this prejudice?” Connect this reality to nativism and the prejudice that drives nativist rhetoric/action. * Direct students to begin the stations activity (For more info on how to facilitate a stations activity, visit the following link under “Cooperative Learning Strategies”: [Instructional Strategies, Asking Better Questions, Inquiry Based Learning (padlet.com)](https://padlet.com/augustine_19/mjilrcshiwb8))

-Stations include sources A-D (Presidential Proclamation 2525, Executive Order 9066, photograph of Japanese owned business, and a photograph of a Japanese internment camp). -Students will spend 5 minutes at each station, answering the corresponding questions on their guided notes for each station - As students are working, facilitate individual/group work to check for understanding. Check for understanding questions/deeper thinking questions may include:*Document A: Are Japanese Americans a risk to public safety? How does President Roosevelt justify such reasoning?**Document B: This executive order does not directly discriminate against Japanese Americans. What aspects of this order might signal to us that the purpose is to target the living conditions of Japanese folks in “military areas”?**Document C: If you were the owner of this store, would you hang up a sign? If so, what would it say?**Document D: How does this picture relate to prisons? What similarities do you see?** After the stations activity, wrap up the activity with a brief whole class discussion. Pick whichever questions from the guided notes you’d like to hit the key points, gather a few student responses, then synthesize the activity for the class. Stations conclusions are as follows:

-President Roosevelt used the United States code to justify labeling Japanese Americans and residents as “alien enemies.” This means that the US viewed those of Japanese descent as potential security ricks purely because of their ethnic and racial background. -Roosevelt’s executive order allowed military officials to create “military areas,” further granting them the discretion to exclude any individuals who could be a threat to national security and the power to force compliance as they see fit. Although Japanese Americans/residents were directly identified, the purpose of this order (given the context of the proclamation) was to relocate Japanese Americans.-Japanese Americans tried to prove their humanity and American identity, such as the owner of the shop pictured as Document C.-Internment camps were used to relocate/confine Japanese Americans, holding them in prison like conditions with high security.**Graph Analysis (15 minutes)*** Transition to this part of the lesson with the following question: “Why do the mistakes made during WWII matter today?”

-Ask students to think about their response to this question as they analyze the graph presented to them as Source E on their source packet -Students will work individually to answer the guided notes questions corresponding with the graph-After about 5-7 minutes, bring the class together to discuss potential answers-Ask students: “What is happening in this graph? Why do we see spikes in 2001 and 2015/2016?” -As students respond, guide them to consider how nativism and scapegoating apply. Discuss 9/11 and how many Muslim Americans were violently targeted after these attacks on the U.S.-Push students to consider how the racist rhetoric of the most powerful person in the United States may instigate retaliation. Further push them to consider the complexity of these situations, highlighting how there were numerous Muslim terrorist attacks in the Western world and innocent Muslims could have been targeted through nativist actions/scapegoating -To conclude, emphasize the importance of emphasizing with innocent people being attacked for the actions of others. Students should be able to clearly communicate this is not okay, and that no one should be violently (or nonviolently) discriminated against due to their social identity.  |
| Closure\_\_\_\_\_~8-10\_\_\_\_\_ Minutes | **Exit Ticket: Writing as a Journalist** * Challenge students to take on the role of a journalist, using historical context from WWII to describe why the US must ensure nativist backlash does not continue in the present day (such as the nativist backlash experienced by Muslim Americans after 2001 and 2015/2016).

-This “call for action” should be 4-5 sentences, use the terms “nativism” and “scapegoat,” and provide a clear connection between WWII and today in the given context-This exit ticket serves as a formative assessment to signal whether students hit the learning objectives for the day. Here, students should be able to use key vocabulary to describe the relationship between Japanese Internment and nativism today, primarily in the context of anti-Muslim attacks.  |
| Accommodations/ Enrichment | * Differentiated materials

-Universally designed guided notes (include graphic organizers, bolded directions, examples, sentence starters, etc.)-Word Bank on source packet * Varied instructional strategies (Individual, group, and class work. Reading, discussion, guided notes/graphic organizers, etc.)
* Directions in multiple locations
* PowerPoint to guide instruction and synthesis
 |