



Title of Lesson Plan: Japanese Internment Stations

Grade(s): 7

Subject Area(s): Social Studies

Brief Description (1-2 sentences maximum): Students rotate through a series of five stations to gain a better understanding of the internment of Japanese Americans during World War II.

Time Required for Lesson Plan: 1.5 hours (+ depending on enrichment activities)

Learning Outcomes:

Students will use primary documents to establish and interpret perspective.

Students will predict how internment might have affected long-term relations with Japan.

Materials Needed:

- Audio Recording of Roosevelt's speech to Congress the day after Pearl Harbor
- Set of *Japanese-American Internment* Historical Readers (McDougal Littell, 2000)
- Powerpoint Presentation on Internment
- Sticky notes

Directions (Should be clear but brief. Please list as "Step 1", "Step 2", etc... Think of recipes as a model.):

STATION #1

Directions: Listen to the recording of President Roosevelt speaking to Congress the day after Pearl Harbor. Answer the 2 questions for this section.

STATION #2

Directions: Read Executive Order 9066. Use the green sticky notes to help you understand what it means. Then read the poem on pg. 113. Answer the 4 questions for this section. (Historical Reader)

STATION #3

Directions: View the PowerPoint presentation on Internment. Evaluate the 4 photographs when directed.

STATION #4

Directions: Read the poem. Realize it is the poet's voice blended with excerpts from a speech his mother gave about internment. Answer the 2 questions for this section. (p. 204 Historical Reader)

STATION #5

Directions: Read both Supreme Court Justices' opinions on internment. Use the green notes to help you understand their meaning. Answer the 2 questions for this section. (p. 194 Historical Reader)

Activator (3 minutes)

Recall 1 thing you think changed in America after Pearl Harbor, and write it on a sticky note. Stick your note to the chalkboard.

Stations (50 minutes/10 min. each)

So, what really did happen? We're going to work through stations to find out. Each of you are seated at the station you will start with. Your group will move up in number, except for station #5; you will move to #1. Keep rotating every 10 minutes until you have seen experienced all 5 stations. I will ring a bell when it is time to rotate.

Summarizer (10 minutes)

Complete 3-2-1 as a group.

Assessment (Note the formal and informal methods for assessing student learning at the conclusion of the activity.):

Internment Stations Activity Summarizer

As a group write:

3 things you learned about the topic.

2 things you enjoyed about the activity

1 question you still have about the topic.

Turn in this sheet with your group's answer sheet from the station activities.

Extension (Note possible extensions of the project for students who are interested in further exploration. Also note specific differentiations for LEP, exceptional, and gifted students, when applicable.):

Executive Order 9066 and Supreme Court rulings are difficult to read. It is recommended to use sticky notes or notes in the margins to summarize main ideas for students with reading challenges.

Advanced students may enjoy reading and discussing the novel, *Farewell to Manzanar*.

"A Time to Remember" details the Terminal Harbor story and is available on Discovery Streaming for further enrichment.

Educational Content Standards (Note goals and objectives from integrated subjects. If appropriate, align to NC *Standard Course of Study* and refer to Common Core State Standards and Essential Standards):

NC Essential Standards for Social Studies: 7.H.1.3, 7.H.2.1, 7.C.1.1

Lesson Plan Created By: SAMPLE

School: ABC Middle School

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