Introduction
Lorena Bizzotto
FLA 518

WWII: Japanese-American Internment Camps
Grade: 11
Target Group: Content-based ESL class
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Lesson 1
Content Objectives:
- Students will be able to explain and identify how wartime hysteria and growing hatred/racism was targeted towards Japanese-Americans.

Language Objectives:
- Students will identify the reasons of how Japanese-Americans were portrayed in the film by expressing their reactions in a journal response entry, followed by a discussion on their thoughts and reactions.
- Students will read a narrative of a Japanese-American boy and orally discuss their thoughts and reactions to the passage.
- Students will listen to a lecture on the hatred against Japanese-Americans and they will be able to summarize the main causes for the hatred against the Japanese-Americans

1. Unit Title: WWII-Japanese/American Internment Camps
2. Grade: 11th grade
3. Target Group: Content-based ESL class
4. Lesson 1 Reading/Lecture/Video Sources:
   - Lecture Source:
   - Reading Source:
     http://americanhistory.si.edu/perfectunion/transcript.html#intro
   - Video Source: Gran Torino

   **Gran Torino** is a 2008 American drama film. It can be found in your local video stores: Blockbuster, Hollywood Video…
5. Source of lessons: Myself
6. Unit Goals: I want my students to know…
... the growing hatred against Japanese-Americans

... why the Japanese people were targeted during WWII.

... the hardships associated with being in the camps.

... about the living conditions inside of the camps.

7. **Lesson 1 Materials needed:**

- Journal booklets
- Video *Gran Torino*
- Modification Handouts for journal entry & lecture listening guide
- Pre-Lecture Graphic Organizer
Lorena Bizzotto
FLA 518 Content & Language Goals/Objectives

<table>
<thead>
<tr>
<th>Content/Knowledge Goals</th>
<th>Language Goals</th>
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| Students will be able to explain and identify how wartime hysteria and growing hatred/racism was targeted towards Japanese-Americans. | • Students will identify the reasons of how Japanese-Americans were portrayed in the film by expressing their reactions in a journal response entry, followed by a discussion on their thoughts and reactions.  
  • Students will read a narrative of a Japanese-American boy and orally discuss their thoughts and reactions to the passage.  
  • Students will listen to a lecture on the hatred against Japanese-Americans and they will be able to summarize the main causes for the hatred against the Japanese-Americans. |

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
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</thead>
<tbody>
<tr>
<td>Writing/Speaking/Watching-watch and analyze the significance of how the Japanese-Americans were portrayed in the movie clip.</td>
<td>Students will watch a movie clip about how Japanese-Americans were portrayed in the U.S they will have subtitles to read during the movie. Students will write their own thoughts and views of the movie and discuss their personal analyses while using complete sentences in a whole group discussion.</td>
<td>Students will watch a movie clip about how Japanese-Americans were portrayed in the U.S they will have subtitles to read during the movie. Students will produce ideas with the help of fill in the blank sentences and word bank. They will then tell their group members what they wrote in their journals.</td>
<td>Students will watch a movie clip about how Japanese-Americans were portrayed in the U.S; they will have subtitles to read during the movie clip. Students will produce ideas in their journals with the help of a phrase bank. They will then tell their group members what they wrote in their journals.</td>
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<tr>
<td>Reading/Speaking about the view of a Japanese-American boy.</td>
<td>Students will read a narrative of a young Japanese-American boy’s experience. They will orally express their thoughts in a whole class discussion.</td>
<td>Students will read a highlighted narrative of a young Japanese-American boy’s experience. They will orally express their thoughts in a whole class discussion.</td>
<td>Students will read a summarized/highlighted text of a young Japanese-American boy’s experience. They will orally express their thoughts in a small group discussion using short phrases.</td>
<td>Students will read a bulleted text of a young Japanese-American boy’s experience. They will physically or orally express their thoughts by pointing to sentences from the text or using one word answers or short phrases.</td>
<td>Students will read a bulleted text with pictures of a young Japanese-American boy’s experience. They will physically or orally express their thoughts by pointing to sentences from the text or using one word answers.</td>
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<td>Listening-students will listen to a lecture about the hatred against Japanese-Americans.</td>
<td>Students will listen to a lecture on the hatred against Japanese-Americans. They will have a listening guide with questions from the lecture.</td>
<td>Students will listen to a lecture on the hatred against Japanese-Americans. They will have a listening guide with questions and bullet points for them to fill in the answers.</td>
<td>Students will listen to a lecture on the hatred against Japanese-Americans. They will have a listening guide with fill-in-the-blank sentences.</td>
<td>Students will listen to a lecture on the hatred against Japanese-Americans. They will have a listening guide with a checklist to follow.</td>
<td>Students will listen to a lecture on the hatred against Japanese-Americans. They will have a listening guide with a checklist to follow.</td>
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<tr>
<td>Function</td>
<td>Situation</td>
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<td>Word/Phrase</td>
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<td>Explain/Identify</td>
<td>Why Japanese-Americans were hated.</td>
<td>I ____ that Japanese-</td>
<td>1A. think, feel, believe, imagine,</td>
<td>Subjunctive</td>
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<td></td>
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<td>Americans were</td>
<td>suppose.</td>
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<td>hated.</td>
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<td>Embedded Clauses</td>
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<td>They were hated</td>
<td>1B.</td>
<td>Pronoun: they</td>
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<td>because</td>
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LESSON PLAN #1
DATE: 07/13/09

Name: Lorena Bizzotto

School: SHS

Topic: Hatred against Japanese-Americans

Period: Time: 45 mins Grade: 11

Lesson Objectives:

To explain and identify how wartime hysteria and growing hatred/racism was targeted towards Japanese-Americans.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
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</thead>
</table>
| 10 mins | • Teacher will play a clip of the movie Gran Torino.  
  • The sub-titles must be on to help students when watching the movie. | SWBT describe how Japanese-Americans were viewed. |                                 |
| 5 mins | • Teacher will pass out journal booklets for students.  
  • Each level will receive a modified handout to guide them through the assignment. There are 5 different modifications.  
  • This must be handed out before explaining and modeling the directions. | SWBT explain and describe their reaction to the film. SWBT show how Japanese-Americans were viewed. | See appendix 12A-12E |
| 5 mins | • Students will work in groups to discuss their journal entries.  
  • They will use their journal entries during group discussions to assist them with their group discussions. | SWBT discuss in groups their reaction to the film. SWBT compare and contrast ideas of the film. SWBT explain how Japanese-Americans were viewed. |                                 |
| 5-7 mins | • Students will read a short narrative from a young Japanese-American boy.  
  • Each student will receive their modified text to read. There are 5 different modifications. | SWBT analyze the experience of a Japanese-American boy. | See appendix 13A-13E |
| 5 mins | • Students will discuss their thoughts on the reading.  
  • Level 4/5 will have a whole class discussion and levels 1-3 will have a discussion in groups. | SWBT describe the experience of a Japanese-American boy. SWBT identify the struggles he dealt with. SWBT compare and contrast personal | |
| 2-3 mins | • All students will receive a Graphic Organizer pre-lecture. | SWBT identify the main causes of the hatred of Japanese-Americans. | See appendix 14 |
| 10-15 mins | • Teacher will give a lecture on the hatred of Japanese-Americans.  
• Please reference the lecture notes to use as a guide during the lecture.  
• Before the lecture, pass out the 5 different listening guides to the students.  
• They will fill this out during the lecture.  
• Be sure to use pauses to help the students process the information. | SWBT identify and explain the overall causes of the hatred of Japanese-Americans. | See appendix 15-Lecture notes  
15A-15D Listening Guide |
Lesson 1 Changes
Lorena Bizzotto

The red writing is the modifications made to the lessons. The black writing was the original lesson plan ideas.

Black = original

Red = modified

Lesson One

1. Lecture on growing hatred against Japanese-Americans and why the Japanese people were targeted. /Watch a short video clip from Gran Torino
2. In groups read political cartoons/discuss/Short response journal entry
3. Create political cartoon in groups/Discuss journal entry in groups
4. HW-wkshlt/Do a short reading on the view of a Japanese-American
5. Discuss as a class their response to the reading
6. Graphic Organizer
7. Short lecture on the hatred of Japanese-Americans/Listening guide
Lesson 1
Lorena Bizzotto

Lesson Plan Detailed Description:

Activity 1: Video Clip

Today we will begin class with a short video clip from the movie Gran Torino. I am showing this clip to immediately grasp the attention of the students and to get their background knowledge of the topic started.

Activity 2: Journal Response to Video Clip

After the 10 minute video clip pass out the blue journals to the students. They will have 5-7 minutes to write a very short response to the movie.

Once you have handed out the journals, please pass out the 5 different modification guides to help the different levels with the assignment. Below is the description of the different worksheets.

Level 1 students will be writing one word answers to the questions. They will have a word bank to help them.

Level 2 students will also have a handout to help them write in their journals. They will have a list of sentences to choose from.

Level 3 students will have sentences with blanks. To help them fill in the blanks they will also have a word bank to use.

Level 4 students will have a word bank, but they will have to create their own complete sentences.

Level 5 students will not have any special modifications, but they do have a handout with the questions on them.

Please write on the board the following to help guide them write their responses.

Use pauses when explaining the below questions.
What is your reaction to the movie?
Why do you think he treated the Japanese that way?
How did it make you feel?
What do you think about the movie clip?

Activity 3

Once they have completed writing in their journals, have them gather in their assigned groups to discuss their reactions and thoughts of the movie clip for 5 minutes. Please be sure to walk around at all times to monitor the discussions and help out or get involved in the discussions.

Activity 4
Next, the students will read a short passage about a Japanese-American’s experience. There are 5 modified readings for the different levels. Please pass out the readings and allow the students to read for 3-4 minutes. Once they have finished reading, levels 4/5 will participate in a whole class discussion: please ask the students what they think about the Japanese-American boy. Ask them how it made them feel. Please get their thoughts and feeling of the story. The class discussion will last 5 minutes. Levels 1-3 will discuss their thoughts in groups.

Activity 5
After the class discussion, please pass out the pre-lecture graphic organizer. They will have 2-3 minutes to read it. This is to show them the main ideas and points of the lecture they will receive on the hatred against Japanese-Americans.

Please reference the notes on the lecture.
Also, each student will receive a listening guide to the lecture. There are 5 different guides for the different levels. Be sure to pass the guides out before you start the lecture.

At the end of the lecture be sure to go over the listening guide to ensure all students have the main points of the lecture.
Lesson 1  
Description of Modifications  
Lorena Bizzotto

1. In the first activity the students watch a video clip from the movie *Gran Torino* to activate background knowledge. The captions or sub-titles will be on to help students with the movie. The speed of the speech may be too difficult to follow and it is important for the ELLs to see the words to help them understand.

2. After watching the film the students are to write a short response to demonstrate their background knowledge. I have created 4 journal modifications to make the assignment more comprehensible according to the level of the students. Level 5 will receive the questions to the assignments, but no modifications. Level 4 will receive a word bank with some key words to help them create their own sentences. Level 3 will receive fill in the blank sentences with a word bank to help them fill in the blanks. Level 2 will have a list of sentences to copy down. Level 1 will have a list of key words to copy down.

3. For the reading assignment I was sure to modify the text for the five different levels. Level 5 had the original text. Level 4 had the original text with highlighting. Level 3 had highlighting with summaries in the margins. Level 2 had bullet points of the main ideas that I rewrote. Level 1 had pictures with bullet points of the main ideas. Once they have completed the reading, level 4/5 students will partake in a whole class discussion and levels 1-3 will work in groups. I realize that the lower levels will have trouble participating in a full class discussion and they will feel more comfortable in groups.

4. Before the lecture on the hatred against Japanese-Americans, all students will receive a graphic organizer with all the main points of the lecture. This is to ensure that the students do not get lost during the lecture because they will always have the graphic organizer to reference.

5. The students will have a listening guide to follow throughout the lecture. Each level has a different listening guide to fill out. I tried using the different strategies suggested, for instance:
   Level 5 has the questions that I will be asking and answering in the lecture, but they will have to fill in the answer portion of the guide.
   Level 4 has the questions of the lecture, but they have bullet points to put the answers so they know exactly how many answers I am looking for.
   Level 3 has to fill in the blanks.
   Levels 1/2 have a checklist to follow along.
Movie Clip from Gran Torino: 
Journal Entry Short Response Guide

Level 5

I would like you to write about the movie, Gran Torino.

Explain how you felt after watching the film.

Express why do you think he treated the Japanese-Americans that way?

Discuss your thoughts about the movie?
Movie Clip from Gran Torino:
Journal Entry Short Response Guide

**Level 4**

You may use the words below to help you write about the movie.

Express how you felt after watching the film.

Why do you think he treated the Japanese-Americans that way?

What are your thoughts about the movie?

<table>
<thead>
<tr>
<th>Rude</th>
<th>Sad</th>
<th>Hurtful</th>
<th>Mean</th>
<th>Cry</th>
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</tbody>
</table>
Movie Clip from Gran Torino:
Journal Entry Short Response Guide

Level 3

Fill in the blanks with the words below.
Express how you felt after watching the film. Why do you think he treated the Japanese-Americans that way?
What are your thoughts about the movie?

The man was very ____________________.

The man treated them ____________________

The Japanese-Americans were ____________________.

The Japanese-Americans were ____________________.

The man ____________ the Japanese-Americans.

The man wanted them to ____________________

It made me feel ________________ for the Japanese-Americans.

It made me feel ________________ for the Japanese-Americans.

It made me feel ________________.

I don’t know why he ________________ the Japanese-Americans.

I don’t understand how he could be so ________________.

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</table>
Movie Clip from Gran Torino:

Level 2

Journal Entry Short Response Guide

1. Use the **sentences** below to express how you felt after watching the video.

2. Why do you think he treated the Japanese-Americans that way?

3. What are your thoughts about the movie?

**Sentences:**
- The man was very mean to the Japanese.
- The man treated them with disrespect.
- The Japanese-Americans were not liked.
- The Japanese-Americans were not accepted.
- The man hated the Japanese-Americans.
- The man wanted them to move back to Japan.
- It made me feel sad for the Japanese-Americans.
- It made me feel scared for the Japanese-Americans.
- It made me feel confused.
- I don’t know why they were treated like that.
- I don’t understand because they are Americans too.
Movie Clip from Gran Torino:
Journal Entry Short Response Guide

Level 1 Word Bank

1. Use the **words** below to express how you felt after watching the video.

<table>
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2. Why do you think he treated the Japanese-Americans that way?

3. What are your thoughts about the movie?
Well, I'd just come home from church. And then we kept hearing, "Pearl Harbor was bombed, Pearl Harbor was bombed." I had no idea where Pearl Harbor was. My geography was not that sophisticated. I had no idea, and my father said, "Uh-oh, there's going to be trouble." And I said, "Well, how come?" He said, "Well, Japan just bombed Pearl Harbor." And, he says, "We're at war with Japan." But, I thought, "Why should it bother me?" You know, "I'm an American." And then he said, "You know, we are aliens." (My parents...) "We don't have the citizenship, so they're gonna' do something, we'll probably get taken away." And, then when I went back to school that following morning, you know, December 8th, one of the teachers said to me, "You people bombed Pearl Harbor." And I'm going, "My people?" All of a sudden my Japaneseessness became very aware to me. I no longer felt I'm an equal American, that I felt kind of threatened and nervous about it.
Akiko K.: No Longer an Equal American

Well, I'd just come home from church. And then we kept hearing, "Pearl Harbor was bombed, Pearl Harbor was bombed." I had no idea where Pearl Harbor was. My geography was not that sophisticated. I had no idea, and my father said, "Uh-oh, there's going to be trouble." And I said, "Well, how come?" He said, "Well, Japan just bombed Pearl Harbor." And, he says, "We're at war with Japan." But, I thought, "Why should it bother me?" You know, "I'm an American." And then he said, "You know, we are aliens." (My parents...) "We don't have the citizenship, so they're gonna' do something, we'll probably get taken away." And, then when I went back to school that following morning, you know, December 8th, one of the teachers said to me, "You people bombed Pearl Harbor." And I'm going, "My people?" All of a sudden my Japaneseness became very aware to me. I no longer felt I'm an equal American, that I felt kind of threatened and nervous about it.
Short Narrative Reading

Level 3

*Pearl Harbor was bombed.*

Well, I'd just come home from church. And then we kept hearing, "Pearl Harbor was bombed, Pearl Harbor was bombed."

I had no idea where Pearl Harbor was. My geography was not that sophisticated.

I had no idea, and my father said, "Uh-oh, there's going to be trouble." And I said, "Well, how come?" He said, "Well, Japan just bombed Pearl Harbor."

*United States is at war with Japan.*

And, he says, *"We're at war with Japan."

But, I thought, "Why should it bother me?" You know, "I'm an American."

*His family does not have citizenship to the United States.*

And then he said, "You know, we are aliens." (My parents...) "We don't have the citizenship, so they're gonna' do something, we'll probably get taken away."

*The teacher says to the Japanese student that you people bombed Pearl Harbor.*

And, then when I went back to school that following morning, you know, December 8th, one of the teachers said to me, "You people bombed Pearl Harbor." And I'm going, "My people?"

*The Japanese student did not feel Like an equal American. Threatened and nervous.*

All of a sudden my Japaneseness became very aware to me. I no longer felt I'm an equal American, that I felt kind of threatened and nervous about it.
Short Narrative Reading:

Level 2

- Pearl Harbor, in Hawaii, was bombed by Japan.
- Japan is at war with the United States.
- A Japanese-American boy is not afraid because he is American.
- His parents are not, they were born in Japan.
- His parents are afraid they will be sent away.
- The boy goes to school, his teacher says that, "you people bombed Pearl Harbor"
- The boy does not feel American anymore.
- He feels scared and nervous.
Short Narrative Reading:

Level 1

- Pearl Harbor, in Hawaii, was bombed by Japan.
- Japan is at war with the United States.

- A Japanese-American boy is not afraid because he is American.
- His parents are not, they were born in Japan.
- His parents are afraid they will be sent away.
- The boy goes to school, his teacher says that, “you people bombed Pearl Harbor”
- The boy does not feel American anymore.
- He feels scared and nervous.
Who? Japanese-Americans

Where? United States of America

Problem? Japanese-Americans were hated in the United States

Why? Three reasons:
1. Racism-Pearl Harbor
2. Stealing jobs from other Americans
3. Show loyalty to Japan during war

When? 1941
Japanese immigrants had been migrating for many years into the United States. They came to America to hopefully be able to provide a better way of life for their children. For the most part, they tried to quietly fit in and seek employment. Many Japanese immigrants either owned their own farm or found work as farm hands at a nearby farms. Even though Japanese-Americans typically kept to themselves, there were still incidents of racism occurring. Many small businesses had signs posted “No Japs Allowed!” Just walking down the streets Japanese-Americans were subject to racist comments, such as “Zipper heads, nips, monkeys, and chinks.”¹ During the first half of the 20th century many Japanese immigrated to California where labor and farm competition helped to fuel the anti-Japanese sentiment. Most of these immigrants wanted nothing more than to just earn a decent living and live a life full of opportunities for their children. On December 7, 1941, all of this would change. This was the day that Pearl Harbor was attacked by Japan.

As word of the attack spread rapidly across the country, many of the Japanese, both aliens and citizens, began to immediately worry about the backlash this would have on their lives. Mary Matsuda Gruenewald was only a child when the attack occurred. During her writings she notes, “This is terribly distressing. What will happen to us?”² As time went on, worries continued to grow. ..........

Lecture Listening Guide

Level 5

Please fill in the information on this handout as we go along. As always if you have any questions please feel free to raise your hand.

Work Force: Typically, what type of employment did Japanese Americans seek out upon arriving in America?

Did this help or hurt the Japanese?

Why?

Pearl Harbor Bombing:

What were the 3 main causes Japanese-Americans were hated?
Lecture Listening Guide

Level 4

Please fill in the information on this handout as we go along. As always if you have any questions please feel free to raise your hand.

Work Force: Typically, what type of employment did Japanese Americans seek out upon arriving in America?

1. 
2. 

Did this help or hurt the Japanese?

1. 

Why?

1. 
2. 
3. 
4. 

Pearl Harbor Bombing:

1. 
2. 

What were the 3 main causes Japanese-Americans were hated?

1. 
2. 
3.
Lecture Listening Guide

Level 3

Please fill in the information on this handout as we go along. As always if you have any questions please feel free to raise your hand.

Work Force: Typically, what type of employment did Japanese Americans seek out upon arriving in America?

- owned their own ___________
- worked as ________________

Did this help or hurt the Japanese?

- This would prove to be a ________________ to the Japanese.

Why?

- The Japanese settlers were ________________ and ended up being resented for their ability.
- Since they were new to America they ________________ and for ________________ than others.
- They were literally taking ________________ from less productive farmers.

Pearl Harbor Bombing:

- Japan ________________ Pearl Harbor in Hawaii.
- This war with Japan fueled the ________________ and hate towards the Japanese.

What were the 3 main causes Japanese-Americans were hated?

- R__________
- S__________________________
- P__________________________
Lecture Listening Guide

Level 1/2

Please check off the information on this handout as we go along. As always if you have any questions please feel free to raise your hand.

**Work Force:** Typically, what type of employment did Japanese Americans seek out upon arriving in America?

- owned their own farm
- worked as farm hands

**Did this help or hurt the Japanese?**

- This would prove to be a disadvantage to the Japanese.

**Why?**

- The Japanese settlers were very good farmers and ended up being resented for their ability.
- Since they were new to America they worked hard and for lower wages than others.
- They were literally taking the jobs away from less productive farmers.

**Pearl Harbor Bombing:**

- Japan Bombed Pearl Harbor in Hawaii.

- This war with Japan fueled the racism and hate towards the Japanese.

**What were the 3 main causes Japanese-Americans were hated?**

- Racism
- Stealing jobs from Americans
- Pearl Harbor Bombing
Lesson 2
Content Objectives:
- Students will be able to explain and identify the Executive Order 9066; why it happened, when it happened, to whom it happened and who requested it.

Language Objectives:
- Students will be able to write and orally describe and share their responses to the gallery walk.
- Students will be able to read about Executive Order 9066 and complete a written reading guide to discuss in groups.

1. **Unit Title:** WWII-Japanese/American Internment Camps

2. **Grade:** 11th grade

3. **Target Group:** Content-based ESL class

4. **Lesson 2 Reading Sources:**

   - **Reading Source:**

5. **Source of lessons:** Myself

6. **Unit Goals:** I want my students to know...

   ... the growing hatred against Japanese-Americans

   ... why the Japanese people were targeted during WWII.

   ... the hardships associated with being in the camps.

   ... about the living conditions inside of the camps.

7. **Lesson 2 Materials needed:**

   - Modification of readings
   - Modifications of reading/comprehension guides
   - Modifications for Gallery Walk
   - Gallery Walk Posters
   - Internment Camp Overhead Transparency
   - Microphones if available (if not roll up pieces of paper or use pencils.)
Lorena Bizzotto  
Lesson 2

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Speaking-Students take a gallery walk and write their answers to the questions from each corner of the gallery. Students will discuss in groups their responses to the gallery walk.</td>
<td>Students will take the gallery walk by themselves and on their handout they must write their responses in complete sentences. They will partake in a whole class discussion about their response, thoughts and</td>
<td>Students will take the gallery walk by themselves. They must fill in the blanks on their handouts. Their handouts are supplied with sentences and they must create and fill in their own answers. They will</td>
<td>Students will take the gallery walk in pairs. Their handouts are supplied with the questions from the corners and there are multiple answers with the pictures for them to choose from. They must write their answers in the blanks provided. They will partake in a pair’s discussion about their response, thoughts and feelings to the four corner questions.</td>
<td>Students will take the gallery walk in groups. Their handouts are supplied with the questions from the corners and they have pictures to choose from for their answers and must circle what they feel is best. They will partake in a group discussion about their response, thoughts and feelings to the four corner questions.</td>
<td>Students will take the gallery walk in groups. Their handouts are supplied with the questions from the corners and they have pictures to choose from for their answers and must circle what they feel is best. They will partake in a group discussion about their response, thoughts and feelings to the four corner questions.</td>
</tr>
<tr>
<td>Reading/Speaking/Writing about Executive Order 9066</td>
<td>Students will read the details about Executive Order 9066. While reading they must practice note-taking in the margins. They will write their answers about Executive Order on a semantic chart. They will discuss feelings to the four corner questions.</td>
<td>Students will read the details about Executive Order 9066; focusing on the highlighted sections. While reading they must practice note-taking in the margins. They will write their answers about Executive Order in a group discussion.</td>
<td>Students will read a shortened/summarized text about Executive Order 9066. They are to put a ? next to anything that they do not understand and circle words they recognize. They will complete a check off list and will check off any items they recognize from the reading. They will identify their answers about the Executive order in a group discussion.</td>
<td>Students will read a shortened/summarized text about Executive Order 9066. They are to put a ? next to anything that they do not understand and circle words they recognize. They will complete a check off list and will check off any items they recognize from the reading. They will identify their answers about the Executive order in a group discussion.</td>
<td></td>
</tr>
</tbody>
</table>
and express orally their thoughts on the reading and their answers about the Executive order in a whole class discussion.

<p>| chart. Their semantic chart is supplied with lines for them to write on. They will discuss and express orally their thoughts on the reading and their answers about the Executive order in a whole class discussion. |   |   |   |</p>
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Word/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and identify</td>
<td>Executive Order 9066</td>
<td>Executive Order 9066 is when</td>
<td>1. President Roosevelt sent all Japanese-Americans to internment camps.</td>
<td>Interrogatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1A.</td>
<td>Subjunctive Answering in complete sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They were sent</td>
<td>2.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2A.</td>
<td></td>
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<td></td>
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<td>They were sent on</td>
<td>3.</td>
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<td></td>
<td></td>
<td></td>
<td>3A.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>were sent to internment camps by</td>
<td>4.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>4A.</td>
<td></td>
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<td></td>
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<td>4B.</td>
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</tr>
</tbody>
</table>

- A. President Roosevelt sent all Japanese-Americans to internment camps.
- 1A. President Roosevelt sent all Japanese-Americans to internment camps.
- 2A. President Roosevelt sent all Japanese-Americans to internment camps.
- 3A. President Roosevelt sent all Japanese-Americans to internment camps.
- 4A. President Roosevelt sent all Japanese-Americans to internment camps.
- 4B. President Roosevelt sent all Japanese-Americans to internment camps.

- 1. President Roosevelt sent all Japanese-Americans to internment camps.
- 2. President Roosevelt sent all Japanese-Americans to internment camps.
- 3. President Roosevelt sent all Japanese-Americans to internment camps.
- 4. President Roosevelt sent all Japanese-Americans to internment camps.

- A. President Roosevelt sent all Japanese-Americans to internment camps.
- B. President Roosevelt sent all Japanese-Americans to internment camps.
# Lesson Plan #2

**Date:**

<table>
<thead>
<tr>
<th>Name: Lorena Bizzotto</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: SHS</td>
</tr>
<tr>
<td>Topic: Executive Order 9066: The Uproot of the Japanese-Americans</td>
</tr>
<tr>
<td>Period:</td>
</tr>
</tbody>
</table>

**Lesson Objectives:**

To role-play and demonstrate the causes of the Executive order 9066 and to show their views of how they would feel in this situation.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At the start of class, the teacher will explain the definition of “internment camps”</td>
<td>SWBT describe what they would do if they were being sent away to an internment camp. SWBT make connections to their own countries.</td>
<td>Internment Camp definition: See appendix 26 Gallery Walk packets 28 A-28 D</td>
</tr>
<tr>
<td></td>
<td>Teacher will give instructions for the gallery walk. Each student will walk around to the 4 corners and with their modified handouts they will circle/write their answers.</td>
<td></td>
<td>Gallery Walk Modifications: see appendix 29 A-29 H</td>
</tr>
<tr>
<td></td>
<td>Level 3-1 students will discuss in groups their responses to the gallery walk and level 5/4 will discuss as a whole class their responses. Be sure to walk around and monitor students.</td>
<td>SWBT describe and share their responses to the gallery walk questions. SWBT make connections to their own countries. SWBT compare and contrast their own countries to their classmates’ countries.</td>
<td>Gallery walk instructions see appendix 27</td>
</tr>
<tr>
<td></td>
<td>The teacher must hand out the reading modifications for the students and allow them to read about the Executive Order 9066. Once they finished reading they are to fill out their modified reading/comprehension guides. Allow levels 3-1 students to work in groups to complete the guides. Then the teacher will point out the main ideas from the reading. <em><strong>Remember to use pauses and speak clearly to allow them to process the information. Always use gestures and visuals when giving any directions or explanation.</strong></em></td>
<td>SWBT identify what Executive Order 9066 is. SWBT identify and/or describe why the Executive Order happened, to whom this happened and when this happened. (Levels 5/4) SWBT summarize main points from the reading in their notes.</td>
<td>Reading modifications see appendix: 30 A-30 F Reading comprehension guide modifications see appendix: 31 A-32 E</td>
</tr>
<tr>
<td></td>
<td>Students will role-play and pretend they are news reporters.</td>
<td>SWBT role play. SWBT demonstrate their</td>
<td>Role Playing Activity 33 A-33 D</td>
</tr>
<tr>
<td>Each group will have 1 news reporter (asking questions) and 1 person answering questions.</td>
<td>views of the Executive Order. SWBT demonstrate how the Japanese people may have felt or how they reacted.</td>
<td>Modifications see appendix: 33A-33D</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>• Each level has their own modified handout to guide them through the assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• These questions and answers pertain to the Executive Order and the Gallery Walk. The students are putting all the information together.</td>
<td></td>
<td></td>
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<tr>
<td>• Pass out the modifications and explain the directions to the assignment.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Pass out microphones to each news reporter; if the microphones are not available improvise with a rolled up piece of paper. Use something to make it fun for them. ***Remember to use pauses and speak clearly to allow them to process the information. Always use gestures and visuals when giving any directions or explanation. ***</td>
<td></td>
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</tr>
<tr>
<td>• Once students have established their question and answers they will all participate in the inner-outer circle activity.</td>
<td>SWBT role play with different classmates to reinforce the factors of the Executive Order.</td>
<td>Inner-Outer Circle Description see appendix: 32F</td>
<td></td>
</tr>
</tbody>
</table>

Self-reflection of the lesson (use the other side of the sheet if necessary)
Lesson 2 Changes
Lorena Bizzotto

The red writing is the modifications made to the lessons. The black writing was the original lesson plan ideas.

Black = original

Red = modified

Lesson Two

1. Lecture on Executive order 9066/Teacher explains the definition of an internment camp.
2. Group discussion on what if this happened to you/how would you feel and what would you do/?Students will take a gallery walk
3. New reporter activity: partner one will ask you questions and the other partner will pretend they are a Japanese person on their way to camp./students will discuss their responses to the gallery walk
4. Students will do a reading about executive order 9066 and fill out their reading guides
5. Students will role-play and pretend to be news reporters.
6. Students will play the inner outer circle game while role-playing.
Lesson 2
Description of Modifications
Lorena Bizzotto

Introduction to internment camps: there is an overhead transparency that has pictures of internment camps. Please read the description of internment camps and ask for a thumbs up/thumbs down to see if they understand the definition. They need to understand the definition before they participate in the first activity.

When explaining anything to the students it is KEY to use pauses and speak clearly to allow them to process the information. Always use gestures and visuals when giving any directions or explanation.

Activity 1: Students will pretend that they are being sent to an internment camp. They have to take a gallery walk to activate their background knowledge. Each student has a handout to take with them on their gallery walk.
Levels 1/2 have a handout that has the question from each corner; they will circle their answers.
Level 3 students have fill in the blank sentences along with word banks and pictures.
Level 4 students have fill in the blank sentences, but they have create their own answers.
Level 5 students have students to create their own responses to the questions.

Activity 2: For the reading assignment I was sure to modify the text for the five different levels. Level 5 has the original text, but to practice note taking they are asked to take notes in the margins.
Level 4 has the original text with highlighting and they are to take notes in the margins.
Level 3 has highlighting with summaries in the margins.
Level 2 has a summarized shortened modification they are to put a ? mark next to anything they might be confused on.
Level 1 has a bulleted reading and they are to put a ? mark next to anything they might be confused about and they are to circle words that they recognize.
Once they have completed the reading, level 4/5 students will partake in a whole class discussion and levels 1-3 will work in groups. I realize that the lower levels will have trouble participating in a full class discussion and they will feel more comfortable in groups.

Activity 3: Students will work in pairs on a role-playing activity. Partner A will pretend to be a news reporter and he/she will be interviewing partner B about Executive Order 9066.
Level 4/5 students have a handout that already supplies the news reporters questions.
The reporter must ask partner B the questions and write down his/her answers to the questions.
Level 3 students have a handout with the questions and answers already supplied.
Level 2 students have a handout with the questions and answers already supplied. They are asked to point to the answer when asked a question.
Level 1 students have a handout with the questions and answers already supplied. They are asked to point to the answer when asked a question. Level 1 and 2 students must be paired up with level 3 students. Once they have practiced in their pairs, they are going to try the inner-outer circle activity.
Definition Description of Internment Camps pre gallery walk activity.

INTERNMENT CAMPS

These are internment camps. This is not a jail. These people are not prisoners. They are not bad people. They were put here because they lived in America and were Japanese. Only the Japanese people were put here. Japan was our enemy. We went to war with Japan.
Setting the tone for the gallery walk.

Please say to the students while using pauses and gestures to help negotiate meaning for them.

Okay, we are going to pretend that today you and your whole family must be ready to move within 48 hours (2 days). You have to leave your homes, neighbors, friends and maybe families. Your parents have to leave their jobs or businesses. You could take only the possessions you could carry in your hands and you don’t know when you are allowed to return home.

Sound like a bad dream? This happened to over 100,000 United States citizens and legal residents during World War II.

Now it is happening to you!
Corner 1

What would you pack?
Corner 2

How would you feel?
Corner 3

Who would you want to take with you?
Corner 4

Are you from a country that has wars or internment camps?
Level 5
Gallery Walk-Building Background knowledge

Corner 1


Corner 2


Corner 3
Choose 4 people only.


Corner 4


Level 4
Gallery Walk-Building Background knowledge

**Corner 1**

3. If this happened to me, I would pack (a) ____________, (a) ______________,
   (a) ______________ and (a) ______________.

**Corner 2**

4. If this happened to me, I would (feel) ________________.

**Corner 3**

Choose 4 people only.

3. If I could only choose four people, I would take ____________, ____________,
   ____________ and ____________.

**Corner 4**

Choose the sentence that best describes your country.

Yes, I am from a country that has ____________ and ____________

Yes, I am from a country that has ____________.

No, I am not from a country that has ____________.

No, I am not from a country that has ____________ or ____________.
Level 3
Gallery Walk-Building Background knowledge

**Corner 1**
What would you pack?

1. I would pack (a) ______________, (a) ______________,
   (a) ______________ and (a) ______________.

![List of items: clothes, pictures, money, food, pillow, makeup, bible, journal](image)

**Corner 2**
How would you feel?

2. I would (feel) ______________.

![Emotions: happy, sad, cry, mad, scared](image)
Corner 3
Who would you take with you?
Choose 4 people only.

3. I would take ________, ________, ________, and ________.

Examples: my dad, my mom, my brother, my sister, my dog, my friend Lisa, my cat.

Corner 4
Are you from a country that has wars or internment camp?

Choose the sentence that best describes your country.

Yes, I am from a country that has ________ and ________.

Yes, I am from a country that has ________.

No, I am not from a country that has ________.

No, I am not from a country that has ________ or ________.
Corner 1

What would you pack?

(Circle) 5 items you would pack.

- clothes
- pictures
- money
- food
- pillow
- makeup
- Bible
- journal
Gallery Walk Activity-Building Background Knowledge

Corner 2

How would you feel?

Circle how you would feel if this happened to you.

happy  sad  cry  mad

scared
Corner 3

Who would you want to take with you?

Circle who you would want to come with you.

Dad
Mom
Brother
sister
sister
Cat
Dog
Corner 4

Are you from a country that has wars or internment camps?
Level 5
Reading Modification

Read the story on Executive Order 9066. Please write notes, comments or questions that you may have in the left column.

"Most of the 110,000 persons removed for reasons of 'national security' were school-age children, infants and young adults not yet of voting age."

Notes, Comments, Questions

Following the Japanese attack on Pearl Harbor on December 7, 1941, President Franklin D. Roosevelt issued Executive Order 9066, which permitted the military to circumvent the constitutional safeguards of American citizens in the name of national defense in the name of national defense.

The order set into motion the exclusion from certain areas, and the evacuation and mass incarceration of 120,000 persons of Japanese ancestry living on the West Coast, most of whom were U.S. citizens or legal permanent resident aliens.

These Japanese Americans, half of whom were children, were incarcerated for up to 4 years, without due process of law or any factual basis, in bleak, remote camps surrounded by barbed wire and armed guards.

They were forced to evacuate their homes and leave their jobs; in some cases family members were separated and put into different camps. President Roosevelt himself called the 10 facilities "concentration camps."

Some Japanese Americans died in the camps due to inadequate medical care and the emotional stresses they encountered. Several were killed by military guards posted for allegedly resisting orders.

At the time, Executive Order 9066 was justified as a "military necessity" to protect against domestic espionage and sabotage. However, it was later documented that "our government had in its possession proof that not one Japanese American, citizen or not, had engaged in espionage, not one had committed any act of sabotage." (Michi Weglyn, 1976)

Rather, the causes for this unprecedented action in American history, according to the Commission on Wartime Relocation and Internment of Civilians, "were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership."
"Most of the 110,000 persons removed for reasons of 'national security' were school-age children, infants and young adults not yet of voting age."

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Read the story on Executive Order 9066. Put a ? if you have a question or are confused.

"Most of the 110,000 persons removed for reasons of 'national security' were school-age children, infants and young adults not yet of voting age."

President Franklin D. Roosevelt made an order; Executive order 9066. This allowed the US military to gather all Japanese-Americans to protect the American people (citizens).

The West side of the US was being evacuated and the Japanese-Americans were being imprisoned. 120,000 Japanese Americans.

Half (1/2) of the Japanese-Americans being put into the camps were children. They were in the camps up to 4 years.

These Japanese-Americans were forced to leave their homes and jobs. They were also separated from their families.

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These Japanese Americans, half of whom were children, were incarcerated for up to 4 years, without due process of law or any factual basis, in bleak, remote camps surrounded by barbed wire and armed guards.

They were forced to evacuate their homes and leave their jobs; in some cases family members were separated and put into different camps. President Roosevelt himself called the 10 facilities "concentration camps."
Some Japanese-Americans died in the camps because they did not have medical care and because of too much stress. Some were killed by the military.

Originally, the Executive Order 9066 was justified because they said it was necessary to protect our country against spying and damage.

They were put into the camps because of the racial prejudice, bad leadership and the dislike of the Japanese-Americans.

Some Japanese Americans died in the camps due to inadequate medical care and the emotional stresses they encountered. Several were killed by military guards posted for allegedly resisting orders.

At the time, Executive Order 9066 was justified as a "military necessity" to protect against domestic espionage (spying) and sabotage (damage). However, it was later documented that "our government had in its possession proof that not one Japanese American, citizen or not, had engaged in espionage, not one had committed any act of sabotage." (Michi Weglyn, 1976)

Rather, the causes for this unprecedented action in American history, according to the Commission on Wartime Relocation and Internment of Civilians, "were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership."
Level 2

Reading Modifications

Read the story, put a ? next to something you do NOT understand.

President Franklin D. Roosevelt made and order called the Executive order 9066. This allowed the US military to gather all Japanese-Americans to protect the American people.

The West side of the US was being evacuated and the Japanese-Americans were being imprisoned; 120,000 Japanese Americans

Half of the Japanese-Americans being put into the camps were children. They were in the camps up to 4 years.

These Japanese-Americans were forced to leave their homes and jobs. They were also separated from the families.

Some Japanese-Americans died in the camps because they did not have medical care and because of too much stress. Some were killed by the military.

Originally, the Executive Order 9066 was justified because they said it was necessary to protect our country against spying and damage.

They were put into the camps because of the racial prejudice, bad leadership and the dislike of the Japanese-Americans.
Level 1

Reading Modifications

Circle words that you know.

Put a ? when you have a question.

- President Franklin D. Roosevelt made all Japanese-Americans go to the internment camps to help protect the American people.

- 120,000 Japanese Americans were put into the camps; half of them were children.

- They were in the camps for 4 years.

- These Japanese-Americans left their homes and jobs.

- They were also separated from the families.

- Some Japanese-Americans died in the camps.

- They did not have medical care and because of too much stress. Some were killed by the military.

- They were put into the camps because of the racism, the bad president and because Americans hated them.
Level 5

Graphic Organizer to discuss main ideas and thoughts about Executive Order 9066.

Executive Order 9066.

When?
Who?
What is it?
Why?
What happened?
Graphic Organizer to discuss main ideas and thoughts about Executive Order 9066.

1. When?

2. Who?

3. What is it?

Executive Order 9066.

4. What happened?

5. Why?
Level 3
Fill in the blank chart to discuss main ideas and thoughts about Executive Order 9066.

Please fill in the blanks as we go along.

1. What is the date?
   - February __, _____

2. Who was affected?
   - _____________ - Americans

3. What is the Executive Order 9066?
   - All Japanese-Americans were put in _____________ (prison camps or ghettos) camps.

4. What happened?
   - ________________ forced all Japanese-Americans into camps.
   - Japanese-Americans had to _____________ their lives and leave their _____________.

5. Why did this happen?
   - ________________ American people during the World War II (WWII).
   - ________________ Japanese loyalists (extremists) from sabotaging (damaging) the American War effort.
Level 2/1
Check off list to discuss main ideas and thoughts about Executive Order 9066.

Please follow along and check off the boxes.

Executive Order 9066

What is the date?

☐ February 19, 1942

Who was affected?

☐ Japanese-Americans
What is the Executive Order 9066?

☐ All Japanese-Americans were put in internment (prison camps or ghettos) camps.

What happened?

☐ President Roosevelt forced all Japanese-Americans into camps.
☐ Japanese-Americans had to uproot their lives and leave their homes.

Why did this happen?

☐ To protect American people during the World War II (WWII).
☐ To prevent Japanese loyalists (extremists) from sabotaging (damaging) the American War effort.
Inside-Out Circle®

COMPONENT: Interaction

(Kagan, 1994)

*(or Conga Line, with two lines of students facing each other)*

**Grade Levels:** All  
**Subject Levels:** All  
**Grouping Configurations:** partners, small groups, whole class  
**Materials:** Information for students to share orally (written information, pictures, illustrations, white boards, etc.)

**Description:**

The purpose of Inside-Out Circle is to promote practice with key content concepts and develop oral language. The class is divided into two groups; half the class forms a circle looking out (the inside circle), and the other half stands in front of someone in the inner circle (the outside circle). (Younger students often do better in this activity if they are seated in the two circles.) The students are asked a question or directed to perform a task. The students in the inner circle answer first while the outer circle listens; then the outer circle responds while the inner circle listens. When each has finished, students can give a signal (e.g., thumbs up) to indicate they are finished. Once both have shared, the teacher gives a signal (e.g., ringing a bell) and the inner circle stays in place while the outer circle rotates one person clockwise.

As students rotate through the Inside-Out Circle, the inside circle students share a piece of writing while the outside circle students act as editors. With each rotation, the editors have an assigned task, perhaps to check punctuation. The outside circle continues to rotate while helping to revise the stories that are being read by the inside circle. The roles then change and the inside circle members become the editors while the outside circle members share their writing.

---

**SIOP® Connection**

**Content Objective:**

- Students will be able to (SWBAT):
  - Edit and revise their writing with the help of a partner.

---

*Chapter 6 / Interaction*
Level 4/5

News Reporter Pairs Activity

Reporter - You are to ask the questions and write down your partners answer.

1. Reporter: What was the date that the Executive Order took place?

2. Reporter: Who was affected by the Executive Order?

3. Reporter: What is the Executive Order 9066?

4. Reporter: Can you explain what happened?

5. Reporter: Why did this happen?

6. Reporter: How can we fix this problem?
Level 3
News Reporter Pairs Activity

When the Reporter asks you a (?) question please read them your answer.

Reporter: What was the date that the Executive Order took place?
- February 19, 1942

Reporter: Who was affected by the Executive Order?
- Japanese-Americans

Reporter: What is the Executive Order 9066?
- All Japanese-Americans were put in internment (prison camps or ghettos) camps.

Reporter: Can you explain what happened?
- President Roosevelt forced all Japanese-Americans into camps.
- Japanese-Americans had to uproot their lives and leave their homes.

Reporter: Why did this happen?
- To protect American people during the World War II (WWII).
- To prevent Japanese loyalists (extremists) from sabotaging (damaging) the American War effort.
Level 2
News Reporter Pairs Activity

When the Reporter asks you a (?) question please point to the answer.

Reporter: What was the date that the Executive Order took place?

- February 19, 1942

Reporter: Who was affected by the Executive Order?

- Japanese-Americans

Reporter: What is the Executive Order 9066?

- All Japanese-Americans were put in internment (prison camps or ghettos) camps.

Reporter: Can you explain what happened?

- President Roosevelt forced all Japanese-Americans into camps.
- Japanese-Americans had to uproot their lives and leave their homes.

Reporter: Why did this happen?

- To protect American people during the World War II (WWII),
- To prevent Japanese loyalists (extremists) from sabotaging (damaging) the American War effort.
Level 1
News Reporter Pairs Activity

When the Reporter asks you a (?) question please point to the answer.

Reporter: What was the date that the Executive Order took place?

February 19, 1942

Reporter: Who was affected by the Executive Order?

Japanese-Americans

Reporter: What is the Executive Order 9066?

All Japanese-Americans were put in internment (prison camps or ghettos) camps.

Reporter: Can you explain what happened?

President Roosevelt forced all Japanese-Americans into camps.

Japanese-Americans had to uproot their lives and leave their homes.

Reporter: Why did this happen?

To protect American people during the World War II (WWII).

To prevent Japanese loyalists (extremists) from sabotaging (damaging) the American War effort.
Lesson 3
Content Objectives:
- Students will be able to debate and support their ideas about internment camps and identify how Japanese–Americans were treated.

Language Objectives:
- Students will be able to orally debate and support their ideas about internment camps.
- Students will be able to read about a narrative about how Japanese-Americans were “treated like animals”

1. **Unit Title:** WWII-Japanese/American Internment Camps

2. **Grade:** 11th grade

3. **Target Group:** Content-based ESL class

4. **Lesson 2 Reading Sources:**

   - **Reading Source:**
     [http://americanhistory.si.edu/perfectunion/transcript.html#intro](http://americanhistory.si.edu/perfectunion/transcript.html#intro)

5. **Source of lessons:** Myself

6. **Unit Goals:** I want my students to know…
   
   ... the growing hatred against Japanese-Americans
   
   ... why the Japanese people were targeted during WWII.
   
   ... the hardships associated with being in the camps.
   
   ... about the living conditions inside of the camps.

7. **Lesson 3 Materials needed:**
   - Modification of readings
   - Questions for Q/A session
   - Debate notes
Lorena Bizzotto  
Lesson 3

### Content/Knowledge Goals
- Students will be able to debate and support their ideas about internment camps and identify how Japanese-Americans were treated.

### Language Goals
- Students will orally answer questions through a review about why Japanese Americans were hated and Executive Order 9066.
- Students will be able to orally debate and support their ideas about internment camps.
- Students will be able to read about read a narrative about how Japanese-Americans were “treated like animals”

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students answer review questions while referencing notes, handouts and readings if necessary. Students will respond in a whole class discussion.</td>
<td>Students answer review questions while referencing notes, handouts and readings if necessary. Students will respond in a whole class discussion.</td>
<td>Students use short phrases or one word responses to answer review questions. Students are allowed to reference notes, handouts and readings. Students will point to their answers while in small groups.</td>
<td>Students are allowed to reference notes, handouts and readings to help them answer questions. Students will point to their answers while in small groups.</td>
<td>Students are allowed to reference notes, handouts and readings to help them answer questions. Students will point to their answers while in small groups.</td>
</tr>
<tr>
<td><strong>Reading/Listening/speaking</strong></td>
<td>Students will read a narrative of how Japanese-Americans were “treated like animals”. They will participate in an activity called “take a stand” and orally express and defend their thoughts in a whole class discussion.</td>
<td>Students will read a highlighted/narrative of how Japanese-Americans were “treated like animals”. They will physically participate in an activity called “take a stand” and listen to the other students support, defend their ideas.</td>
<td>Students will read a summarized/narrative of how Japanese-Americans were “treated like animals”. They will physically participate in an activity called “take a stand” and listen to the other students support, defend their ideas.</td>
<td>Students will read a bulleted-highlighted and summarized/narrative of how Japanese-Americans were “treated like animals”. They will physically participate in an activity called “take a stand” and listen to the other students support, defend their ideas.</td>
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<tr>
<td><strong>Writing/Speaking:</strong> Students will work in their groups to support their beliefs about internment camps.</td>
<td>Students plan their debate as a group and propose ideas to their group members. They will then construct their ideas to support their topic for the debate as a group. Students will debate orally to other groups.</td>
<td>Students plan their debate as a group and propose ideas to their group members. They will then construct their ideas to support their topic for the debate as a group. Students will write the thoughts and responses of their group.</td>
<td>Students help plan their debate by referencing and pointing to their prior reading, notes and handouts.</td>
<td>Students help support their debate by referencing and pointing to their prior reading, notes and handouts.</td>
<td></td>
</tr>
</tbody>
</table>
members for the level 5 student to use for the debate.
## Functional/Notional Chart

### Lesson 3

<table>
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<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Word/Phrase</th>
<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td>Debate and support</td>
<td>Ideas about internment camps</td>
<td>1A.</td>
<td>1A. feel, believe, support, think, agree, disagree.</td>
<td>Subjunctive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>that Japanese Internment camps</td>
<td></td>
<td>Present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1B.</td>
<td>1B. -Were necessary -Were not necessary</td>
<td>Negatives/positives</td>
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<td>because</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1C.</td>
<td>1C. **Ideas the groups come up with to support their statement</td>
<td></td>
</tr>
</tbody>
</table>
# Lesson Plan #3

**Date:**

---

**Name:** Lorena Bizzotto  
**School:** SHS  
**Topic:** Internment Camps  
**Period:**  
**Time:** 45 mins  
**Grade:** 11th grade  

**Lesson Objectives:**  
Students will debate to support their ideas about internment camps. Students will identify how Japanese Americans were treated.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>- Teacher will begin class with a Question/Answer session</td>
<td>SWBT review why Japanese Americans were hated and the Executive Order 9066.</td>
<td>Teacher Questions see appendix: 43</td>
</tr>
<tr>
<td></td>
<td>- Please give the students a minute to gather their prior handouts to help them answer the questions. <em><strong>Remember to use pauses and speak clearly to allow them to process the information. Always use gestures and visuals when giving any directions or explanation.</strong></em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 15 mins| - Teacher will explain what a debate is and the rules of debating.                         | SWBT plan their debate as a group.  
SWBT propose ideas to their groups.  
SWBT construct their ideas to support their topic for the debate as a group.  
SWBT organize their ideas for the debate. | Debating notes see appendix: 44/45  
Strips of questions see appendix: 45 |
|        | - Once, the teacher is finished with the description assign them into groups (each group will have one of each level in there)  
- Pass out the strips of questions  
- Students will work in their groups for 5-10 minutes. Each group will assign a writer, reader, speaker. ***Remember to use pauses and speak clearly to allow them to process the information. Always use gestures and visuals when giving any directions or explanation.*** |                                                                                                  |                                                                          |
| 10 mins| - Once the students have completed their notes on their topic they will now debate.        | SWBT debate about internment camps.                                                              |                                                                          |
|        | - Students must raise their hands to speak.                                                |                                                                                                  |                                                                          |
| 10 mins| - Teacher will handout the modified reading of Mary Tsukamoto on how they were “treated like animals” | SWBT describe what happened to Mary Tsukamoto.                                                  | Reading Modifications see appendix: 46A-46D                               |
| 5 mins | • After the students have read the material and completed their guides.  
• Play a quick reading comprehension game called “take a stand” | SWBT demonstrate whether or not they agree with a statement made about the reading. | Take a stand instructions see appendix: 47 |

Self-reflection of the lesson (use the other side of the sheet if necessary)
Lesson 3 Changes
Lorena Bizzotto

The red writing is the modifications made to the lessons. The black writing was the original lesson plan ideas.

Black = original
Red = modified

Lesson Three

1. Lecture on life in the camps/questions and answer session to review the prior 2 lessons
2. Work in pairs and come up with a short paragraph describing what you think may have happened/Teacher explains the rules to debating
3. Draw a poster of what you think life looked like in the camp include a description /Students are put into their debate groups and given a topic to debate
4. Once students have prepared for the debate, they now partake in the official whole class debate
5. Students read a narrative about how Japanese-Americans were treated like animals.
Lesson 3
Description of Modifications
Lorena Bizzotto

When explaining anything to the students or asking questions it is KEY to use pauses and speak clearly to allow them to process the information. Always use gestures and visuals when giving any directions or explanation.

Activity 1: The question and answer review all students are allowed to use their notes, handouts and readings to help them with the answers.
Level 5/4 will respond in a whole class discussion.
Level 3 students will use short phrases or one word answers; while in small groups.
Level 2/1 will point to their answers while in small groups.

Activity 2: In this activity students will work in groups. Each group will consist of a Level 5, 4, 3, 2 and 1 student.
Level 5 students are responsible for speaking/debating for his/her group.
Level 4 students are responsible for writing the sentences down for his/her group.
Level 3 students will read their notes to help support the statement his/her group must defend.
Level 2/1 will also point to their notes to help support their group’s defense.

Activity 3: For the reading assignment I was sure to modify the text for the five different levels. Level 5 has the original text.
Level 4 has the original text, but with highlighting.
Level 3 has highlighted/summarized reading.
Level 2 has a shortened summarized version of the reading.
Level 1 has a highlighted/summarized modification of the reading.

Activity 4: once they have completed the reading, all students will participate in a “take a stand” activity.
Level 5 students will orally express and defend their thoughts in a whole class discussion.
Level 4 students will orally express their thoughts in a whole class discussion.
Levels 1-3 will work listen to the other students support, defend their ideas. in groups. I realize that the lower levels will have trouble participating in a full class discussion and they will feel more comfortable in groups.
All-Levels
Teacher Review Questions for whole class.
Have students review their notes (3 minutes) and keep them out during the
question/answer session.

When asking the questions please pause and allow them time to process the questions.
Please model the questions, use visuals or gestures.

Questions:
1) Why were Japanese-Americans hated?

2) What was the Pearl Harbor bombing?

3) How did the Japanese boy feel when he was getting blamed for the bombing?

4) Do you think that was fair?

5) What was the name of the order that we talked about?

6) What is Executive order 9066?

7) Who made this order?

8) What was the date of the order?

9) Who was affected by this order?

10) Why did this happen?
Debate detailed guide.
Today we are going to have a debate on internment camps.

**Definition of a debate:**

A debate is a discussion/argument about something between people.

**You may not agree with your topic, but you have to pretend you do.**

**Debating Rules**
Be respectful
Listen to others
Do not interrupt people when they are speaking; wait your turn.
Try to make eye contact when speaking
Speak slowly

**In your groups:**
1st discuss and organize your thoughts in your groups and write them down.

Each group will have a speaker (level 5), reader (level 3), writer (level 4) and a level 1/2 for input and observations.

**(write these on the board) Phrases to use for your debates:**
I think that....
I feel that....
I believe that....
I support....
I agree .....
I disagree

*(write on board)*  
Example:

I think that Japanese internment camps **were** necessary because they kept Americans safe during WWII.

I believe that Japanese internment camps **were not** necessary because they were American citizens too.

**Write on board**

Debate topics:

- Your group thinks internment camps **were** necessary. Support **WHY** your group thinks this.
• Your group thinks that internment camps were not necessary. Support **WHY** your group thinks this.

• Pass out the below questions; 1 per group.

• Your group thinks that internment camps were not necessary. Support **WHY** your group thinks this.

• Your group thinks that internment camps were not necessary. Support **WHY** your group thinks this.

• Your group thinks internment camps were necessary. Support **WHY** your group thinks this.

• Your group thinks internment camps were necessary. Support **WHY** your group thinks this.
Reading Modification:

Level 5

Mary Tsukamoto: Treated Like Animals

And I never will forget, the train stopped and we got off and they put us on a big truck. It looked like one of those cattle cars. Anyway, we stood up because there were no chairs for us to sit on this pickup and crowded into this truck. They drove us to the Fresno Assembly Center. And then we got off there and they told us to get in and there was the barbed wire gate, and the MPs around there and uh... We had to go in through that gate and after we got in there we knew that the gate was shut. And so, we saw all these people behind the fence, looking out, hanging onto the wire, and looking out because they were anxious to know who was coming in. But I will never forget the shocking feeling that human beings were behind this fence like animals [crying]. And we were going to also lose our freedom and walk inside of that gate and find ourselves... cooped up there. And the police, the MPs with their guns and some of them had bayonets. I don't know what they were going to do with it, if they thought we were going to run away I guess. But anyway, when the gates were shut, we knew that we had lost something that was very precious; that we were no longer free.

(Mary Tsukamoto Interview, Copyright 2001 Smithsonian Institution)
And I never will forget, the train stopped and we got off and they put us on a big truck. It looked like one of those cattle cars. Anyway, we stood up because there were no chairs for us to sit on this pickup and crowded into this truck. They drove us to the Fresno Assembly Center. And then we got off there and they told us to get in and there was the barbed wire gate, and the MPs around there and uh... We had to go in through that gate and after we got in there we knew that the gate was shut. And so, we saw all these people behind the fence, looking out, hanging onto the wire, and looking out because they were anxious to know who was coming in. But I will never forget the shocking feeling that human beings were behind this fence like animals [crying]. And we were going to also lose our freedom and walk inside of that gate and find ourselves... cooped up there. And the police, the MPs with their guns and some of them had bayonets. I don't know what they were going to do with it, if they thought we were going to run away I guess. But anyway, when the gates were shut, we knew that we had lost something that was very precious; that we were no longer free.
Level 3

Mary Tsukamoto: Treated Like Animals

And I never will forget, the train stopped and we got off and they put us on a big truck. It looked like one of those cattle cars. Anyway, we stood up because there were no chairs for us to sit on this pickup and crowded into this truck.

They drove us to the Fresno Assembly Center. And then we got off there and they told us to get in and there was the barbed wire gate, and the MPs around there and uh...

We had to go in through that gate and after we got in there we knew that the gate was shut. And so, we saw all these people behind the fence, looking out, hanging onto the wire, and looking out because they were anxious to know who was coming in.

But I will never forget the shocking feeling that human beings were behind this fence like animals [crying]. And we were going to also lose our freedom and walk inside of that gate and find ourselves... cooped up there.

And the police, the MPs with their guns and some of them had bayonets. I don't know what they were going to do with it, if they thought we were going to run away I guess.

But anyway, when the gates were shut, we knew that we had lost something that was very precious; that we were no longer free.
Level 2

Mary Tsukamoto: Treated Like Animals

The train stopped and we got off and they put us on a big truck.

We stood up because there were no chairs for us to sit on.

They drove us to the Fresno Assembly Center.

We got off there and they told us to get in and there was the barbed wire gate.

After we got in there we knew that the gate was shut.

And so, we saw all these people behind the fence, looking out, hanging onto the wire.

But I will never forget the shocking feeling that human beings were behind this fence like animals [crying].

And we were going to also lose our freedom and walk inside of that gate and find ourselves... cooped up there.

And the police, the military people with their guns and some of them had bayonets.

When the gates were shut, we knew that we had lost something that was very precious; that we were no longer free.
Mary Tsukamoto: Treated Like Animals

- The train stopped and we got off and they put us on a big truck.
- We stood up because there were no chairs for us to sit on.
- They drove us to the Fresno Assembly Center.
- We got off there and they told us to get in and there was the barbed wire gate.
- After we got in there we knew that the gate was shut.
- And so, we saw all these people behind the fence, looking out, hanging onto the wire.
- But I will never forget the shocking feeling that human beings were behind this fence like animals [crying].
- And we were going to also lose our freedom and walk inside of that gate and find ourselves... cooped up there.
- And the police, the military people with their guns and some of them had bayonets.
- When the gates were shut, we knew that we had lost something that was very precious; that we were no longer free.
Take a Stand Activity Description for Teacher.

Please reference the reading while making statements. This is to assess the students’ reading and comprehension.

The teacher will make a statement about the reading either true or false and the if the students agree they will stand up. Level 5/4 students must support their why they agree with the statement. If the level 5/4 students do not stand up, they too, will explain why they do not agree that statement. Level 3-1 students will not verbally support their decision, but they will listen to the others explain their reasoning.
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<tr>
<th>SHELTERED STRATEGIES</th>
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<th>Lesson 2</th>
<th>Lesson 3</th>
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<td>I. A. Build and Activate Background Knowledge</td>
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<td>24-21H</td>
<td>42-43</td>
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<td>II. Make Text Comprehensible</td>
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<td>II.A. Intentional Use of Graphic Organizers</td>
<td>12A-12L</td>
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<td>II.B. Develop Vocabulary</td>
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<td>II.C. Modify Written Text</td>
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<td>III. Make Talk Comprehensible</td>
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<td>III.A. Pace Teacher’s Speech</td>
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<td>III.C. Use of Word Walls</td>
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<td>III.D. Frame Main Ideas</td>
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<td>IV. Engage: Opportunities for Output</td>
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<td>IV.A. Use Teacher Questioning and Response Strategies</td>
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<td>IV.B. Practice Instructional Conversations</td>
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<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
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<td>42</td>
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<tr>
<td>Function:</td>
<td>Lesson:</td>
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<tr>
<td>Explain</td>
<td>1/2</td>
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<tr>
<td>Identify</td>
<td>1/2</td>
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<td>Support</td>
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<table>
<thead>
<tr>
<th>Grammar:</th>
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<td>Answering in Comp. Sent</td>
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<tr>
<td>Present Tense</td>
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<tr>
<td>Negative Sent.</td>
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Original Lessons
Original Unit Plan

Lorena Bizzotto
07/06/09
Unit

1. Title: WWII-Japanese/American Internment Camps

2. Grade: 11th grade

3. Target Group: Content-based ESL class

4. Source of reading Material: Internment History-
   http://www.pbs.org/childofcamp/history/camps.html

5. Source of lessons-myself

6. Goals: I want my students to know...

   ... the growing hatred against Japanese-Americans

   ... why the Japanese people were targeted during WWII.

   ... the hardships associated with being in the camps.

   ... about the living conditions inside of the camps.

http://americanhistory.si.edu/perfectunion/transcript.html#introduction

Book: Looking Like the Enemy
   By: Gruenberg, Mary Matsuda
   2005
   Publishers Group West
Lesson One
1. Lecture on growing hatred against Japanese-Americans and why the Japanese people were targeted.
2. In groups read political cartoons/discuss
3. Create political cartoon in groups
4. HW-wksht

Lesson Two
1. Lecture on Executive order 9066/Tying up loose ends
2. Group discussion on what if this happened to you/how would you feel and what would you do?
3. News reporter activity: partner one will ask questions and the other partner will pretend they are a Japanese person on their way to camp.
4. HW-write a news paper article on your report done in class.

Lesson Three
1. Lecture on Life in the camps
2. Work in pairs and come up with a short paragraph describing what you think may have happened.
3. Draw a poster of what you think life looked like in the camp include description
4. HW-finish poster and description.
<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking-describe reasons why Japanese-Americans were targeted.</td>
<td>Students will give detailed explanations about why Japanese-Americans were targeted during WWII, through a question and answer session including the whole class. Students will use complete sentences and must provide evidence from the text when expressing their answers and/or opinions.</td>
<td>Students will explain why Japanese-Americans were targeted during WWII, through a question and answer session including the whole class. Students will use complete sentences.</td>
<td>Students will discuss why Japanese-Americans were targeted during WWII, through a question and answer session including the whole class. Students will use phrases and short sentences.</td>
<td>Students will identify why Japanese-Americans were targeted during WWII, in small groups using their lecture study guide to help them answer the questions.</td>
<td>Students will identify why Japanese-Americans were targeted during WWII, in small groups using their lecture study guide to help them answer the questions.</td>
</tr>
</tbody>
</table>

Students will be able to:

To explain and identify how wartime hysteria and growing hatred/racism were targeted towards Japanese-Americans.
LESSON PLAN #1
DATE:07/13/09

Name: Lorena Bizzotto
School: SHS
Topic: Hatred against Japanese-Americans
Period: Time: 45 mins Grade: 11

Lesson Objectives:
To explain and identify how wartime hysteria and growing hatred/racism was targeted towards Japanese-Americans.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>• Teacher will play a clip of the movie Gran Torino.</td>
<td>SWBT describe how Japanese-Americans were viewed.</td>
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<tr>
<td></td>
<td>• The sub-titles must be on to help students when watching the movie.</td>
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<tr>
<td>5 mins</td>
<td>• Teacher will pass out journal booklets for students.</td>
<td>SWBT explain and describe their reaction to the film.</td>
<td>See appendix 12A-12E</td>
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<tr>
<td></td>
<td>• Each level will receive a modified handout to guide them through</td>
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<tr>
<td></td>
<td>the assignment. There are 5 different modifications.</td>
<td>SWBT show how Japanese-Americans were viewed.</td>
<td></td>
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<td></td>
<td>• This must be handed out before explaining and modeling the</td>
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<td></td>
<td>directions.</td>
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</tr>
<tr>
<td>5 mins</td>
<td>• Students will work in groups to discuss their journal entries.</td>
<td>SWBT discuss in groups their reaction to the film.</td>
<td></td>
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<tr>
<td></td>
<td>• They will use their journal entries during group discussions to</td>
<td>SWBT compare and contrast ideas of the film.</td>
<td></td>
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<tr>
<td></td>
<td>assist them with their group discussions.</td>
<td>SWBT explain how Japanese-Americans were viewed.</td>
<td></td>
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<tr>
<td>5-7 mins</td>
<td>• Students will read a short narrative from a young Japanese-</td>
<td>SWBT analyze the experience of a Japanese-American boy.</td>
<td>See appendix 13A-13E</td>
</tr>
<tr>
<td></td>
<td>American boy.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Each student will receive their modified text to read. There are</td>
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<tr>
<td></td>
<td>5 different modifications.</td>
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<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>• Students will discuss their thoughts on the reading.</td>
<td>SWBT describe the experience of a Japanese-American boy.</td>
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<td></td>
<td>• Level 4/5 will have a whole class discussion and levels 1-3 will</td>
<td>SWBT identify the struggles he dealt with. SWBT compare and contrast personal</td>
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<td></td>
<td>have a discussion in groups.</td>
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</tbody>
</table>

See appendix 12A-12E
See appendix 13A-13E
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 mins</td>
<td>All students will receive a Graphic Organizer pre-lecture.</td>
<td>SWBT identify the main causes of the hatred of Japanese-Americans.</td>
</tr>
<tr>
<td>10-15 mins</td>
<td>Teacher will give a lecture on the hatred of Japanese-Americans. Please reference the lecture notes to use as a guide during the lecture. Before the lecture, pass out the 5 different listening guides to the students. They will fill this out during the lecture. Be sure to use pauses to help the students process the information.</td>
<td>SWBT identify and explain the overall causes of the hatred of Japanese-Americans.</td>
</tr>
</tbody>
</table>

See appendix 14

See appendix 15 - Lecture Notes

15A-15D Listening guides
Crisis: Pearl Harbor

Akiko K.: No Longer an Equal American
Well, I'd just come home from church. And then we kept hearing, "Pearl Harbor was bombed, Pearl Harbor was bombed." I had no idea where Pearl Harbor was. My geography was not that sophisticated. I had no idea, and my father said, "Uh-oh, there's going to be trouble." And I said, "Well, how come?" He said, "Well, Japan just bombed Pearl Harbor." And, he says, "We're at war with Japan." But, I thought, "Why should it bother me? You know, I'm an American." And then he said, "You know, we are aliens." My parents... "We don't have the citizenship, so they're gonna' do something, we'll probably get taken away." But at that time, my parents had no feeling that we would be removed because we were saying my brother would have to take responsibility to keep the family together, because they may be removed or put into camp or whatever. And, when I went back to school that following morning, you know, December 8th, one of the teachers said, "You people bombed Pearl Harbor." And I'm going, "My people?" All of a sudden my Japanness became very aware to me. I no longer felt I'm an equal American, that I felt kind of threatened and nervous about it.

(Akiko K. Interview, Copyright 1997 Denso Project)

Constitution and Executive Order

Mary Tsukamoto: Learning of E.O.
We were shocked to realize that the President had signed this. We just kept saying, "But... we live out in the valley, not on the West Coast, not near, a... a airport or a naval base." Sure, you know, they wouldn't think that we needed to move too because we were busy raising strawberries, and harvesting crops that would really help our nation. We couldn't believe that they would need all of us to quit our work to produce our fruit, food for victory... and then be put away.

(Mary Tsukamoto Interview, Copyright 2001 Smithsonian Institution)

Morgan Yamanaka: No Possibility of Resistance
There was no question of refusing or resisting that order. And I think one has to appreciate what our parents, the immigrant parents taught us:
"Always respect order coming from the people above you. Respect your teachers, respect the government, respect the law. Be obedient, be reserved, be good Japanese according to good Japanese traditions. We as parents are telling you to do what your teachers say you do." What do our teachers say? "Be aggressive. Say your peace. If you disagree, say you disagree." They were often in conflict here.

(Morgan Yamanaka Interview, Copyright 2001 Smithsonian Institution)

Process

Sue Embrey: Registering After the Notice
These men in jeeps, they went around posting the notices up, and in our area everyone was supposed to report to the Union Church. So my oldest brother went down and he signed in all of us. And my Mother felt that we should all go together because she didn't know what would happen if we were separated. So he got a family number for all of us, I think I still remember it... 2614.

(Sue Embrey Interview, Copyright 2001 Smithsonian Institution)
"Most of the 110,000 persons removed for reasons of national security were school-age children, infants and young adults not yet of voting age."
- "Years of Infamy", Michi Weglyn

Following the Japanese attack on Pearl Harbor on December 7, 1941, President Franklin D. Roosevelt issued Executive Order 9066, which permitted the military to circumvent the constitutional safeguards of American citizens in the name of national defense.

"In the detention centers, families lived in substandard housing, had inadequate nutrition and health care, and had their livelihoods destroyed: many continued to suffer psychologically long after their release."
- "Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians"

The order set into motion the exclusion from certain areas, and the evacuation and mass incarceration of 120,000 persons of Japanese ancestry living on the West Coast, most of whom were U.S. citizens or legal permanent resident aliens.

These Japanese Americans, half of whom were children, were incarcerated for up to 4 years, without due process of law or any factual basis, in bleak, remote camps surrounded by barbed wire and armed guards.

They were forced to evacuate their homes and leave their jobs; in some cases family members were separated and put into different camps. President Roosevelt himself called the 10 facilities "concentration camps."

Some Japanese Americans died in the camps due to inadequate medical care and the emotional stresses they encountered. Several were killed by military guards posted for allegedly resisting orders.

At the time, Executive Order 9066 was justified as a "military necessity" to protect against domestic espionage and sabotage. However, it was later documented that "our government had in its possession proof that not one Japanese American citizen or not, had engaged in espionage, not one had committed any act of sabotage." (Michi Weglyn, 1976).

Rather, the causes for this unprecedented action in American history, according to the Commission on Wartime Relocation and Internment of Civilians, "were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership."
Almost 50 years later, through the efforts of leaders and advocates of the Japanese American community, Congress passed the **Civil Liberties Act of 1988**. Popularly known as the Japanese American Redress Bill, this act acknowledged that "a grave injustice was done" and mandated Congress to pay each victim of internment $20,000 in reparations.

The reparations were sent with a signed apology from the President of the United States on behalf of the American people. The period for reparations ended in August of 1998.

Despite this redress, the mental and physical health impacts of the trauma of the internment experience continue to affect tens of thousands of Japanese Americans. Health studies have shown a 2 times greater incidence of heart disease and premature death among former internees, compared to non-interned Japanese Americans.

See [Timeline](#) for more historical details.
Short Narrative Reading

Level 5

Crisis: Pearl Harbor

Akiko K.: No Longer an Equal American

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All of a sudden my Japanese-ness became very aware to me. I no longer felt I'm an equal American, that I felt kind of threatened and nervous about it.
Short Narrative Reading:

Level 2

- Pearl Harbor, in Hawaii, was bombed by Japan.
- Japan is at war with the United States.
- A Japanese-American boy is not afraid because he is American.
- His parents are not, they were born in Japan.
- His parents are afraid they will be sent away.
- The boy goes to school, his teacher says that, “you people bombed Pearl Harbor”
- The boy does not feel American anymore.
- He feels scared and nervous.
Short Narrative Reading:

Level 1

- Pearl Harbor, in Hawaii, was bombed by Japan.

- Japan is at war with the United States.

- A Japanese-American boy is not afraid because he is American.

- His parents are not, they were born in Japan.

- His parents are afraid they will be sent away.

- The boy goes to school, his teacher says that, "you people bombed Pearl Harbor"

- The boy does not feel American anymore.

- He feels scared and nervous.
Pre-Lecture: Graphic Organizer

World War II-Japanese-Americans

Who? Japanese-Americans

Where? United States of America

Problem? Japanese-Americans were hated in the United States

Why? Three reasons:
1. Racism-Pearl Harbor
2. Stealing jobs from other Americans
3. Show loyalty to Japan during war

When? 1941
Mary Tsukamoto: Treated Like Animals
And I never will forget, the train stopped and we got off and they put us on a big truck. It looked like one of those cattle cars. Anyway, we stood up because there were no chairs for us to sit on this pickup and crowded into this truck. They drove us to the Fresno Assembly Center. And then we got off there and they told us to get in and there was the barbed wire gate, and the MPs around there and uh... We had to go in through that gate and after we got in there we knew that the gate was shut. And so, we saw all these people behind the fence, looking out, hanging onto the wire, and looking out because they were anxious to know who was coming in. But I will never forget the shocking feeling that human beings were behind this fence like animals [crying]. And we were going to also lose our freedom and walk inside of that gate and find ourselves... cooped up there. And the police, the MPs with their guns and some of them had bayonets. I don't know what they were going to do with it, if they thought we were going to run away I guess. But anyway, when the gates were shut, we knew that we had lost something that was very precious; that we were no longer free.

(Mary Tsukamoto Interview, Copyright 2001 Smithsonian Institution)

Permanent Camps:

Morgan Yamanaka: Arriving at Camps
We were sent... to Topaz, from uh, Santa Anita; we were again not told exactly where we were going. All I remember was going through desert country that was Barstow — god-forsaken country, never been back there. Somehow wound up in this middle of nowhere... absolutely. And that's all I remember. This stark, naked... I had never been out of San Francisco, and to be dropped in the middle of Utah desert was — in retrospect, it was a traumatic experience. To think of it at that point, it was shocking at best. Sand, dust, nothing except these tar-paper buildings. Middle of nowhere.

(Morgan Yamanaka Interview, Copyright 2001 Smithsonian Institution)

Mutsu H.: A Human Being
Amache camp guarded by very young soldiers. One time soldier stop me and, "Hey you." "You want to talk to me?" He said, "Yeah. Are you a human being?" I said, "Yes. Don't you think so?" "Yeah. You look like a human being, but when I came from South Carolina, they said that the Jap is not a human being. They are like a gorilla so if you want to, kill them. That's what I learned when I came. And then I looked from top every day and you people look like a human being, and you people all wearing beautiful clothes."

(Mutsu H. Interview, Copyright 1997 Densho Project)

Masao W.: Rejection is Very Hard
You grow up thinking you're a citizen, and you want to be a part of this society you're in, and then the, let's say the weight of the rejection, is something that was pretty unexpected. But when reality sets in, like the "Camp Harmony" and these little shacks in Minidoka, then the real negative things start coming to your head, you know. "What the hell is this?" And I think it bothered a lot of us tremendously. You try to be a good citizen, you try to do what you're supposed to be doing, and the rejection is very hard, difficult.

(Masao W. Interview, Copyright 1998 Densho Project)

Conditions

Nancy K. Araki: A Child's Perspective
We were in Amache for about six to eight months, I. I'm not quite sure, but