





Part I: Thematic Primary Source Set

Topic/Big Idea: Analysis and Interpretation of Primary Sources Related to Internment during WWII

Grade Level and Subject Area: Grade 8, U.S. History

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Japanese-Americans who are transferring from train to bus At Lone Pine, California, bound for war relocation authority center at Manzanar</p> <p>Creator: Clem Albers</p> <p>Date: 1942</p> <p>http://www.loc.gov/pictures/item/2001697374/</p>
	<p>Title: An early comer....</p> <p>Creator: Dorothea Lange</p> <p>Date: June 1942. Prints and Photographs Division</p> <p>http://www.loc.gov/item/00651207/</p>
	<p>Title: Los Angeles, California. The evacuation of the Japanese-Americans from West Coast areas under U.S. Army war emergency order. Japanese-Americans going to camp at Owens Valley gather around baggage car at the old Santa Fe Station</p> <p>Creator(s): Lee, Russell, 1903-1986,</p> <p>Date: April 1942</p> <p>http://www.loc.gov/pictures/item/fsa1998003524/PP/</p>
	<p>Title: Tule Lake internment camp for Japanese-Americans, Newell, Calif., May 1943: looking down rows of tarpaper bldgs. toward mountains in distance</p> <p>Creator: by Pete O'Crotty.</p> <p>Date Created/Published: 1943.</p> <p>http://www.loc.gov/pictures/item/2005692200/</p>

Part II: Classroom Activity Plan

Essential/Investigative Question: Was the Internment of Japanese-Americans during WWII fair to that one segment of our American population?

Objective(s): To analyze primary source photos, research, and create a persuasive essay.

Standard(s) Addressed:

- CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.WHST.6-8.1.B
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Procedure:

1. Break students into small groups and have them analyze the given photos of Japanese Internment using the [Primary Source Analysis Tool](#). Allow time for small group discussion.
2. Follow-up group work with a class discussion. Ask students for their thoughts. What did they observe in the photographs? Use Teacher’s Guide for Analyzing Prints and Photos to guide the discussion. Help students define the word “Internment”.
3. Using in-class computers, give the students 30 minutes or so to research reasons for Japanese Internment. Guided sources may be provided.
4. Lastly, have students write a 5 paragraph persuasive essay. Students should support their decision whether or not the Internment of Japanese-Americans during WWII was fair treatment of this segment of the American population. Students should be able to support their decision with factual information they have researched. Students should remember to cite their sources.
5. Special Education modifications: Rather than research, small group discussion may be used or one guided website rather than a variety. Limited writing as per ability of student.

