

MODERN HISTORY OF HAWAI'I CURRICULUM GUIDE

PRIORITY OF LEARNING TARGETS

HCPS III Benchmark SS.9MHH.3.7

Identify events leading to the bombing of Pearl Harbor and describe its effects in Hawai'i such as the role of the U.S. military and anti-Japanese sentiments (including the internment camps and the 442nd).

CCSS LITERACY IN HISTORY/ SOCIAL STUDIES

• Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CONTENT (WHAT ARE YOU GOING TO TEACH WITHIN THE TIME ALLOTTED TO YOU?)

- Events leading to the bombing of Pearl Harbor.
- The role of the U.S. military and anti-Japanese sentiment, including the internment of Japanese Americans in Hawai'i and the 442nd.

TECHNOLOGY INTEGRATION

- Create an annotated timeline of events leading to the bombing of Pearl Harbor using www.dipity.com. (Formative Assessment).
- Letter writing to the President as a concerned citizen published on Scribd, (www.scribd.com) or published on Issuu, (www.issuu.com).
- Alternative: President's National Security Advisor, write a policy brief incorporating compelling evidence on why the President should change his decision of incarceration of Japanese Americans in Hawai'i. Submit it on Scribd (www.scribd.com) or Issuu (www.issuu.com).

GLO(S)

- Self-directed Learner
- Community Contributor
- Complex Thinker
- Quality Producer
- Effective Communicator
- Effective & Ethical User of Technology

SKILLS (FROM THE BENCHMARK/ PRE-ASSESSMENT DATA/SCHOOL OR GRADE LEVEL GOALS)

- Summarizing (events of the DVD *The Untold Story:* Internment of Japanese Americans in Hawai'i.)
- Asking compelling questions (based on *The Untold Story: Internment of Japanese Americans in Hawai'i.*)
- Analyzing the effects of anti-Japanese sentiments in Hawai'i (by writing a persuasive argument with supporting evidence based on primary accounts.)

C3 DIMENSION

 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key ideas.

CHARLOTTE DANIELSON FRAMEWORK DOMAIN(S) AND COMPONENT(S) DOMAIN 3

3b. Use Questioning and Discussion Techniques.3c. Engaging Students in Learning.

FORMATIVE INSTRUCTION

- **Create an annotative timeline** on Dipity (see technology integration) of the events leading to the bombing of Pearl Harbor.
- **Discuss** (in partners or as a whole class) the events leading to the bombing of Pearl Harbor.
- "Quick Write" on one significant event leading to the bombing of Pearl Harbor.
- View the DVD The Untold Story: Internment of Japanese Americans in Hawai'i. Stop the DVD every 5-7 minutes while taking Cornell notes.

SUMMATIVE ASSESSMENT TASK

Summative Assessment Task

Letter Writing - The student, as a concerned citizen, will write a letter appealing to President Roosevelt to reverse his decision on the incarceration of the Japanese Americans in Hawai'i. The persuasive argument must be supported with evidence based on The Untold Story: Internment of Japanese Americans in Hawai'i and other sources. Students will publish their letter on Scribd. (500 to 750 words)

Alternative Summative Assessment Task

Policy Brief to the President - The student, as the President's National Security Advisor, will write a policy brief on why incarceration in Hawai'i is unnecessary. The persuasive argument must be supported with evidence based on The Untold Story: Internment of Japanese Americans in Hawai'i and other sources. The policy brief will be presented to the class.

COMPELLING QUESTION

- How can the government or police just take away my parents when they have not done anything wrong?
- How can the government order me to be taken from my home just because of my ethnicity?
- Why were the ministers and teachers taken away?
- Why were people reluctant to speak up against the incarceration of the Japanese Americans in Hawai'i?

DIFFERENTIATION STRATEGIES

- Create a timeline of 5 to 7 significant events leading to the bombing of Pearl Harbor.
- Cornell notes during the film: Have students write what they can and provide a transcript of the film for students with note-taking difficulties.
- Mind maps: Have students web out 3-4 main ideas on specific internee stories.

RUBRIC FOR SUMMATIVE ASSESSMENT

Advanced

The argument is both compelling and persuasive, and is supported by clear, precise and highly relevant evidence based on sources that include the documentary, *The Untold Story: Internment of Japanese Americans in Hawai'i.*

Proficient

The argument is persuasive, and is supported by clear and relevant evidence based on sources that include the documentary, *The Untold Story: Internment of Japanese Americans in Hawai'i.*

Partially Proficient

The argument is minimally persuasive, and is supported with vague and/or tangential details based on sources that include the documentary, *The Untold Story: Internment of Japanese Americans in Hawai'i.*

Novice

The argument is weak with unclear evidence based on sources that include the documentary, *The Untold Story: Internment of Japanese Americans in Hawai'i.*

LESSON/UNIT PLAN

(including relevant data, formative assessments, differentiation and engagement strategies, and digital literacy tools)

Needs Assessment/Rationale: Our Social Studies Department's focus on the habits of the mind is developing historical empathy through the use of primary accounts. (Students will be able to develop historical empathy of *The Untold Story: Internment of Japanese Americans in Hawai'i.*)

1

DAY ONE

- Students will create an annotated timeline of the events leading to the bombing of Pearl Harbor using www.dipity.com.
- **Purpose:** To gain background knowledge of events leading to the bombing of Pearl Harbor.
- **Text:** Menton, Linda and Eileen Tamura. A History of Hawai'i. University of Hawai'i, 1999. Pgs. 140 146.

• Internet Sources:

- 1. http://www.hawaiiinternment.org/
- 2. http://www.npr.org/templates/story/story.php?storyId=4206060
- 3. http://en.wikipedia.org/wiki/Events_leading_to_ the_attack_on_Pearl_Harbor
- 4. http://history-world.org/events_leading_to_the_japanese_a.htm

• Procedure:

- 1. Put students into groups of 3-4. Hand out articles and give internet resources to students to create the timeline of events leading to Pearl Harbor bombing. (Students can work together creating a timeline on Dipity, or draft their timeline on 8½ x 11 paper.)
- 2. Have students record the events in chronological order, annotate the timeline, and add primary account images where possible. When completed, select/volunteer two groups to present their timeline to the class.

- 3. After the students' presentations, have the class do a quick write on the prompt: What are two motives for Japan's bombing of Pearl Harbor? Have students turn and share their responses to someone seated near them.
- 4. Have students generate questions about the events leading to the bombing of Pearl Harbor and discuss with their partner. Students will discuss what they know about the effects of the bombing in Hawai'i, including martial law, internment camps, response of Japanese Americans to the anti-Japanese sentiments by joining the 100th Battalion and 442nd Regimental Combat Team.
- Alternate Timeline: Large class-sized timeline.
 - 1. Have students work in groups of four. Pass out envelope consisting of the events leading to the bombing of Pearl Harbor.
- 2. Using handouts and internet sources, allow time for students to discuss and place the events leading to the bombing of Pearl Harbor in chronological order at their desks, then have one person per group come up to place the events on a poster size paper in chronological order. The poster-sized timeline will be posted for the class to reference.
- 3. After all groups place the events in their envelopes on the poster size timeline, have students write a constructed response on one of the significant events leading to the bombing of Pearl Harbor.
- 4. Select a few students to share with the whole class, if time permits.



DAY TWO — DVD Viewing: The Untold Story: Internment of Japanese Americans in Hawai'i

- Students will view The Untold Story: Internment of Japanese Americans in Hawai'i.
- **Purpose:** To gain an understanding of the Japanese American internment in Hawai'i.
- **Resource:** DVD of *The Untold Story* (class version 24 minutes) http://janmstore.com/javeterans.html
- Materials:
 - Handout of the Cornell notes prepared for students to use during the viewing of the DVD.
- 2. Mind map sheet.
- 3. Student Dialectical Journal Sheet.

- **Procedure:** DVD Viewing: The *Untold Story:* Internment of Japanese Americans in Hawai'i.
 - 1. Tell the class that they will be viewing a documentary. *They will need to do Cornell Notes during the viewing*:
 - 2. Show the class version of the DVD. Prepare to stop the film every 7 to 10 minutes for a summary/quick write. Show 7 to 10 minutes of the film and stop the DVD. (Stop and jot).
 - 3. Tell students to stop where they are, look at their notes and write a summary of what they have just viewed. A three-sentence summary is sufficient.
 - 4. Tell students that they can also write any questions that come to mind. A compelling question from the film could be written during the stop and jot times. Example question: Why were the teachers and ministers taken away to the internment camps? Were they considered terrorists?
 - 5. Resume the DVD and continue the same procedure until the end of the DVD. Have students continue their Cornell notes.
 - 6. After viewing the rest of the film, have students write a summary/quick write. Stop and jot. Also, have students write any questions they have while viewing this portion of the film.
- 7. Ask the students, "What did Japanese Americans do in response to the anti-Japanese sentiment during the time of incarceration? Lead discussion to how Japanese Americans joined the 442nd Regimental Combat Team and Military Intelligence Service (MIS) to prove their loyalty.

Mind Map

- 1. After the film is over, have students create a mind map of one of the internees whose story resonates or sticks out for them.
- 2. Hand out the mind map sheet for students to fill in. Students will web out 10 facts based on the film.
- 3. Once they have completed the mind map, have students "turn and talk" or "pair-share" their mind map with a partner.
- Homework: To help develop historical empathy, students will read and analyze direct quotes from the film, *The Untold Story: Internment of Japanese Americans in Hawai'i.*
 - 1. Pass out the dialectical journal sheets. The assignment asks students to analyze and comment on direct quotes from the film.
- 2. The next class period's entry task is to share 2 to 3 quotes with a partner before turning it in.

3

DAY THREE — Summative Assessment: Letter Writing to the President / Writing a Policy Brief

• **Purpose:** To demonstrate an understanding of the Japanese American internment in Hawai'i.

• Resources:

- 1. DVD The Untold Story: Internment of Japanese Americans in Hawai'i
- 2. http://www.hawaiiinternment.org/collections
- 3. http://www.densho.org/resources/default.asp
- 4. http://janmstore.com/javeterans.html
- 5. http://thehawaiiherald.com/category/100th-infantry-battalion442nd-regimental-combat-team/
- 6. http://www.goforbroke.org/history/history_historical_veterans_442nd.asp
- 7. http://www.digitalhistory.uh.edu/learning_ history/japanese_internment/medal_of_honor.cfm
- Procedure: (Letter Writing Activity.)
- As a concerned citizen, students will write a compelling letter to the President of the U.S. or any government official of the time. Students will use Cornell Notes and mind map as reference for the letter writing.
- 2. From Cornell Notes and mind maps, students will develop a thesis statement or argument to write a compelling letter to President Roosevelt that would change his mind about the incarceration of Japanese Americans in Hawai'i. The thesis/ argument should be persuasive and evidence must be compelling. Include the Japanese Americans response to the anti-Japanese sentiment by joining the 442nd Regimental Combat Team and the MIS. (A letter format sample is provided.)
- 3. Give students the handouts and the rubric to prepare their letter.
- 4. Have students peer edit the letter and allow time for rewriting before collecting the letters.
- Alternate Activity: Policy Brief Writing
 - As the National Security Advisor to the President, students will write a persuasive policy brief arguing why the internment of Japanese Americans in Hawai'i is unnecessary. (A policy brief writing sample is provided.)
 - 2. Give students the handouts and the rubric to prepare them for writing the policy.
 - 3. Students will present the policy brief to the class.

CORNELL NOTES



Directions: As you view the film, take notes in the Cornell style. When the film is stopped, write the word "summary" in the topic column, then write a short summary of what you just viewed in the notes column. This is called "stop and jot". Also, write any questions that come to your mind as you take notes on the film. See example below.

TOPIC COLUMN	NOTES ON THE FILM VIEWING
1885 Hawaiʻi	Large number of migrants came to Hawai'i to work on sugar plantations. (What prompted Japanese to take these jobs in a foreign land?)
Population of Japanese in Hawaiʻi	By 1920, 40% of Hawai'i's population was of Japanese ancestry.
Summary/Quick Write	In 1885, Japanese immigrants came to Hawai'i for work on the sugar plantations. By 1920, the Japanese made up 40% of Hawai'i's population.



MIND MAP

Directions: Web out 7 to 10 facts about the primary source witness.

NAME OF PRIMARY SOURCE