

Teacher Name: Andrew Brooks

Course/Grade: 9th grade U.S. History **Date:** 8/3/15.

Content Standards:

Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

Standard SS 12.4.5 (US) Students will develop historical research skills

Indicators: SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States.

Unit Title: World War II

Materials & Resources: Access to <http://invisiblehistory.ops.org/>

Accommodations for Students with IEPs or 504s: Graphic organizers provided

Literacy Strategies: Venn Diagrams

Anticipatory Set:

Show the picture of the Nisei students in Nebraska (attached). Do not tell the students where or when this picture was taken. Have them guess the location and time period. They might be surprised to know that it was taken during the period of Japanese Internment in Nebraska.

Objective/Learning Goals

I will know (knowledge): How Nisei were treated in Nebraska compared to the West Coast of the United States during Japanese Internment

I will be able to (skill): Critically analyze a textbook entry on Japanese Internment and suggest changes that need to be made based on research.

Procedures (GRL)

Modeled:

As a class, read a textbook entry on Japanese internment. On the board, and as a class, identify what the author is saying about internment. Finish by asking the question – is there anything missing?

Shared:

In small groups, have students access the Nisei materials at <http://invisiblehistory.ops.org/>. Their small groups should identify what the author of the site has to say about internment.

Guided:

In the same small groups, have the students create a Venn diagram that compares and contrasts the two stories. As they do this, students should be thinking about what needs to be added or taken away from the textbook entry.

Independent:

Each student should then rewrite the section of the textbook the class started with. They can use many of the same phrases or ideas, but every time they change something it should be underlined. Then, under their new paragraph, the students should explain why they made these changes.

Summary:

Students should answer the question – What was Nebraska’s role in Japanese internment? Was it different than in other parts of the country? How?



“Shizue Murashige, Jeanne Namba and Takako Yamamoto,” *Nebraska U*, accessed August 3, 2015, <http://unlhistory.unl.edu/items/show/165>.