

**Lesson:** Japanese Internment: A Profile

**Class Periods:** 2-3

**Date:**

## Objectives

- Understand the nature of US and California citizenship and property owning rights related to Japanese immigrants.
- Analyze racial stereotypes in war time propaganda.
- Compare and contrast arguments in favor of and opposed to the internment of Japanese Americans.
- Analyze data gathered from the internee population and assess the validity of commonly held stereotypes of the Japanese American community.

## Materials/Equipment

- copies of or computer access to the [Constitutional Issues](#) and [Propaganda](#) documents.
- video projector
- class access to computers

## Lesson Outline

- Reading & discussion related to Japanese American citizenship and property rights
  - Divide the class into groups and have each carefully read one of the [Constitutional Issues](#) documents. Analyze how the particular law or court decision involved relates to the idea of "U.S. citizenship." Each group should be prepared to:
    - Give a synopsis of the reading
    - Explain the connection to U.S. citizenship
  - As each of the readings is discussed students should use the [Concept Map](#) to take notes about how the laws and court decisions were related to the issue of citizenship for Japanese-Americans.
- Class discussion - Propaganda posters analysis
  - Present the [Propaganda](#) posters using a video projector and discuss using the analysis questions. Have students
- Computer activity - Introduction
  - Assign students to work in groups of 2-3. During the introduction one in each group should be taking notes related to use of the GIS software; one related to the types of questions and hypotheses that can be tested by querying the available data.
  - Introduce the activity with the General DeWitt quote on the [Profile](#) web page and the possibility of testing his comments related to Japanese American loyalty with data from the [Internment Map](#) and database and the To Start You Thinking questions.
  - Have a student operate the classroom computer as you describe steps related to accessing individual records and to querying the data to address particular questions and test hypotheses as they arise.
- Computer lab activity
  - Students work in their groups to complete the [Profile](#) worksheet.

## Assessment

Based on the activities in this lesson prepare an outline for a two minute oral presentation to the U.S. House of Representatives committee exploring the idea of Japanese American internment in which you characterize this population of people.