

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Case Study-Manzanar by Bill Powers

Grade - 11

Length of class period – 50 min. for two periods

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?) How can the United States balance individual rights with the common good?

Objectives (What content and skills do you expect students to learn from this lesson?) Given primary source documents and film, students will evaluate the actions of the U.S. government concerning the internment of Japanese- Americans during World War II.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach) Copies of Executive Order 9066; copies of The Manzanar Free Press: 1) vol. I, no.1, April 11, 1942; 2) vol. III, no.23, March 20, 1943; 3) vol. IV, no.1, September 1943; 4) vol.16, no.4, September 28, 1945; Voices From This Long Brown Land: Oral Recollections of Owens Valley Lives and Manzanar Pasts by Jane Wehrey. Students analyze “Powers of Persuasion” posters from World War II (National Archives) especially, “Warning! Our Homes are in Danger, Now!”, “Keep These Hands Off!”, and “He’s Watching You”.

Additional Resources: www.densho.org

Manzanar ID Card- Available from the Manzanar National Historic Site, P.O. Box 426, Independence, CA. 93526

Activities (What will you and your students do during the lesson to promote learning?)

Read and interpret Executive Order 9066

- Analyze and interpret selected “Powers of Persuasion” World War II posters from the National Archives collection in small groups and collaborate to answer questions about the posters. (See attached)
- View and discuss the content of the documentary film “Remembering Manzanar” Small groups of students read from one of four issues of the Manzanar Free Press and report to the class on life at Manzanar.
- Students read and discuss selected interviews from Voices From This Long Brown Land: Oral Recollections of Owens Valley Lives and Manzanar Pasts.

How will you assess what student learned during this lesson?

Each student writes an essay expressing their evaluation of the actions of the U.S. Government concerning the internment of Japanese-Americans during World War II.

Connecticut Framework Performance Standards –

CONTENT STANDARD 1: Historical Thinking

- use primary source documents to analyze multiple perspectives.