

## TEACHING AMERICAN HISTORY PROJECT

### *Propaganda's Purpose and Analysis During Japanese-American Internment*

Grade – 6

Length of class period – Two, 50 minute classes

Inquiry –

1. How is propaganda used to convince people of things that may not be true?
2. What do pictures convey about the time period in which they were taken?
3. For what purpose(s) were the internment pictures taken?

Objectives

Define and discuss what propaganda is and how both the Axis and Allies used it during WWII.

- View a U.S. government Newsreel and list features that demonstrate that it is propaganda.
- Using the same video clip, compare and contrast the American government's point of view with that of Japanese-Americans.
- Review what primary sources are and how they are utilized to interpret history.
- Analyze primary source documents, pictures, to determine a photographer's purpose
- Utilize a picture analysis worksheet to cooperatively analyze Japanese Internment photographs given.

Materials:

- The primary sources that students will be analyzing include Japanese American Internment photographs provided by [Jackdaws](#).
- Students will also analyze photos collected from online sources through a Keynote presentation (attached).
- Students will view a [J.I. Propaganda Video](#) (I have uploaded this video to Youtube, please follow link.)
- The bilingual (Spanish and English) picture analyses worksheets will also be needed (attached).

## Activities

1. We will review some key terms such as propaganda, primary sources, secondary sources etc. as a warm-up to the lesson.
2. Discuss and review how Hitler used propaganda in Europe (this lesson is used within a unit on WWII and the Home front).
3. Discuss how the U.S. also used propaganda when trying to convince Americans that Executive Order 9066 was necessary even though Japanese-Americans rights would be infringed.
4. Review what occurred to the Japanese-Americans after the attack on Pearl Harbor.
5. View a propaganda newsreel.
6. Ask students to list some features that demonstrated that the clip was propaganda (i.e. music, announcer's voice, pictures etc.)
7. View the same clip with Japanese-Americans viewpoint.
8. List and compare the two views; discuss how they were different.
9. Close lesson by reviewing what students had discovered about how propaganda is used to assist governments to convince people of things that may not be true.

## Day Two:

1. Using the Keynote presentation, review what primary sources are and discuss how they had analyzed a video with eyewitness interviews.
2. Introduce the picture analysis worksheet and compare it to the poster analysis they had done a few lessons prior to this one.
3. As a class, analyze two photos and discuss how the photo analysis worksheet is used.
4. Divide the class into several groups of four to five students; each will receive four photos to analyze.
5. After the activity, debrief and discuss their analysis (this may take a couple of class periods).

How will you assess what student learned during this lesson?

Students will be assessed through their discussions and their comparisons of the newsreels. They will also be assessed on their cooperative groups through their analysis as evidenced by their document analysis worksheets and their subsequent discussions.

## Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- interpret data in historical maps, photographs, art works and other artifacts;
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion;
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate changeover time;
- examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and
- demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II);