

The New York City Museum School

333 West 17th Street, Room 222 New York, NY 10011

D. H. Miller, Principal

Joel Lowy, Assistant Principal Administration/Supervision

Joseph Springer, Assistant Principal Supervision

at THE O. HENRY BUILDING

Phone: (212) 675-6206 Fax: (212) 675-6524

Metropolitan Museum of Art

Japan Society

Hudson River Community Sailing

Lesson Plan Template – ICT Classes

Date:	Topic: American History Unit: World War II Lesson: Japanese Incarceration: Victimization & Resistance
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Learning Objectives: (SWBAT): Students will be able to...

Content Objective:

- Analyze Japanese incarceration through the themes of resistance and victimization
- Synthesize conventional perceptions of Japanese incarceration of victimization with alternative perceptions of resistance and defiance

Skill Objective:

- Determine the central idea of a primary/secondary source
- Note discrepancies among sources

Materials:

External Contextual Resources:

<https://www.google.com/amp/s/www.nbcnews.com/news/amp/ncna321426>

<http://newsroom.ucla.edu/stories/center-shatters-myth-of-quiet-japanese-americans-imprisoned-in-camps>

http://oberlinlibstaff.com/omeka_hist244/exhibits/show/japanese-internment/resistance

NEH Resources (Inspiration for Lesson):

The Snake Dance of Asian American Activism: Community Vision and Power

Meet Me at Higo: An Enduring Story of a Japanese American Family

The Power of Words Pamphlet

Focus IEP Students:	Recent Assessments (rationale for working with those students):
Group 1: 3-4 students	
Group 2: 3-4 students	

Learning Activities:	ICT Model: Team Teaching
Aim: How can the themes of victimization and resistance shape the ways in which we	Plan for Differentiation:

<p>understand Japanese incarceration during World War II?</p> <p>Hook: Based on your textbook reading and yesterday’s lesson on Korematsu, how would you characterize Japanese incarceration? What picture does it paint?</p> <ul style="list-style-type: none"> ● Anticipate: victimization, resilience, submissiveness <p>Mini Lesson: Briefly review Japanese incarceration during World War II. Touch on common narratives of victimization, and that resistance/defiance is a hidden reality of this event</p> <p>Partner/Group Analysis: Students work in pairs or groups and analyze assigned documents: How does each document reshape/reinforce the themes of victimization and resistance of Nisei and Issei during WW2?</p> <ul style="list-style-type: none"> ● Document 1: Loyalty Questionnaire & Nono Boy firsthand account ● Document 2: Tule Lake Resistance Documentary Trailer OR short reading ● Document 3: Defiance in Desolation Camp Gardens (oberlin source) ● Document 4: Lets Obey Order Loyally (oberlin source) & firsthand account <p>Review/Share Out of document analysis</p> <p>Homework or Entrance Ticket: In a well developed paragraph, answer the aim of the lesson. Include a clear argument with 2 pieces of supporting evidence and your justification.</p>	<p>Teacher 1 defines/previews key terms: victimization, submissiveness, resilience</p> <p>Teacher 1 provides semantic map on whiteboard Teacher 2 facilitates discussion</p> <p>Teacher 1 provides guided notes for IEP/struggling students Teacher 2 facilitates mini lesson</p> <p>Teacher 1 provides accompanying guiding questions for the documents to guide student thinking, include 1 main focus question to keep students on task</p> <p>Teachers 1 & 2 provide targeted support to struggling students (plan for individual students to be grouped)</p> <p>Tiered rigor of primary/secondary documents , bolded and italicized words/phrases if necessary for struggling students</p> <p>Teacher 1 & 2 facilitate student discussion through guiding and leading questions Teacher 1 simultaneously provides teacher guided notes on the front whiteboard</p> <p>Teacher 1 provides paragraph scaffold and/or sentence frames for struggling students</p>
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<p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Engagement/responses to hook (gauge understanding of vocabulary/traditional narratives) ● Engagement during mini lesson (gauge whether students understand logistics of Japanese incarceration) ● Depth of analysis during group/partnered analysis ● Responses during share out <p>Summative:</p> <ul style="list-style-type: none"> ● Homework and/or entrance ticket paragraph
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