

Those Who Helped Us

Classroom Lessons

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LESSON ONE

Connecting to History

Big Idea

The trauma of unjust incarceration can last a lifetime.

Description

Students will learn about the impact of incarceration through the stories of three people who lived through the experience as children. After listening to three oral history interviews, they will select one to analyze through metaphor.

Student Objectives

Students will:

- Listen to three oral history interviews to gain insight to the Japanese American incarceration experience.
- Analyze one interview through metaphorical thinking.
- Connect these stories to the *Those Who Helped Us* graphic novel.

Timeframe

One 45-minute class period

Materials:

- Equipment to screen oral history interviews
- Select oral history interviews from Densho
 - Amy Iwasaki *Mass Memories of train ride to camp*
https://www.youtube.com/watch?v=UQI85tipTaQ&list=PL_txUBUpMch4CS9Ggr6IezvCHolhYov-f&index=11
 - George Morihiro *First Impressions of Assembly Center (Camp Harmony)*
https://www.youtube.com/watch?v=f0kbf8XleCg&list=PL_txUBUpMch4K6lCo6nMAsG0zzDep-DBk&index=8&t=0s
 - Frank Fujii *Reuniting with Father in Camp (Tule Lake)*
https://www.youtube.com/watch?v=lyhwkdrsDy8&list=PL_txUBUpMch6Y4lCGI5HPe13yfBViguz5&index=9&t=0s

- Transcripts of oral history interviews
- *Color-Symbol-Word* worksheet*
- Colored pencils or felt tip pens, pens, crayons of various colors (optional)
- Tape or push pins to adhere worksheets to a wall or bulletin board

*adapted from Harvard Project Zero

Readings

- *Those Who Helped Us* graphic novel

Vocabulary

Additional Resources

Colour, Symbol, Image Routine by Harvard Project Zero

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ColourSymbolImage/ColourSymbolImage_Routine.html

See, Think, Wonder Routine by Harvard Project Zero

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/Core_pdfs/VT_SeeThinkWonder.pdf

Teacher Preparation

1. Pre-screen the oral history interview clips.
2. Make copies of the interview transcripts, and the Color-Symbol-Word worksheet.
3. Have pencils/pens/crayons of various colors available (optional).
4. Designate an area for students to post their worksheets.

Activities

1. After reading the *Those Who Helped Us* graphic novel, reinforce with students that it is historical fiction – a story based on true historical events, with some fictional characters. Share that in this lesson, they will hear stories from real people who were incarcerated during World War II, looking back at incidents that happened to them as children.
2. Screen the oral history interviews. After each interview, provide the prompts: *What did you see or hear? What did this make you think about? What did this make you wonder?* Students can respond to the prompts individually, with a partner, in a small group, or with the entire class. (Note that these can take different amounts of time.)
3. Distribute the transcripts. Invite students to select one of the interviews that they'd like to analyze further. Invite students to read through the transcript of the interview they selected, underlining key ideas, words or phrases.
4. Distribute the *Color, Symbol, Word* worksheets. Invite students to think about the interview they chose and select: a color that comes to mind (and why they determined this color), a symbol that comes to mind (and why they determined this symbol), and a work (and why they determined this word). Invite students to record their thinking on

the worksheet – putting the color, symbol, and word in the boxes and to write their reasoning on the lines below each box. This reflection should be done independently.

5. Ask students to gather with their worksheets with others who selected the same interview (there should be three groups, one for each interview). Depending on time, each student can share their *color, symbol, word* (and reasoning) or each student can post their worksheet for everyone to see and review.
6. Close the class session by debriefing student learning about the incarceration and its impact on these three people, and the process of analyzing the interview with the thinking routine. What did students learn about history and its impact on real people? What did students learn about their own thinking and the process of making their thinking visible?

LESSON TWO

Analyzing the Text

Big Idea

Our ideas are informed by the thinking of others.

Description

Students will deepen their understanding of Japanese American incarceration by having a text-based discussion of the graphic novel and reflecting on their learning.

Student Objectives

Students will:

- Review text from the novel, and make connections to history and their own experiences.
- Listen to the thinking of others.
- Speak about their own thinking.
- Reflect on their learning.

Timeframe

One 45-minute class period

Materials

- *Those Who Helped Us* graphic novel
- Paper, pencil/pen for each student
- *The Final Word* facilitation guide for teachers
- Handout for each student: *I used to think . . . , now I think . . .*

Readings

Vocabulary

Additional Resources

Teacher Preparation

1. Familiarize yourself with *The Final Word* discussion format.
2. Divide the class into groups of 4-6 students for the activity.

Activities

1. Seat students in small groups of 4-6. Each student should have a piece of paper and pencil/pen.

2. Following The Final Word facilitation guide, outline for students the process of this text-based discussion. Each student should select two or three pieces of text so that there is no repetition in the group. If some groups finish before others, they can have an open discussion about interesting ideas or questions that came up in the process, or they can identify any common themes that came out.
3. After each student in every group has had the opportunity to share their text selection and have the final word, bring the whole class together to have a discussion. Debrief student learning about the incarceration experience, and the text-based discussion with *The Final Word* protocol. What did students learn about history and its impact? What did students learn about their own thinking? Did ideas change after listening to the thinking of others?
4. Distribute the handout, [I used to think . . . Now, I think . . .](#) . . . Invite each student to reflect on their own understanding about the WWII incarceration of Japanese Americans and how this lesson may have changed their thinking, or they can also reflect on their process of learning and how this process may have had an impact.

LESSON THREE

Understanding Point of View

Big Idea

We all have the opportunity to stand up to injustice.

Description

Students will focus on one scene from the novel, "step inside" one character to deepen understanding of a particular point of view, then write a monologue speaking in character to the House Select Committee Investigating National Defense Migration, more commonly referred to as the "Tolan Committee" (February-March 1942).

Student Objectives

Students will:

- Select and analyze a character from the *Those Who Helped Us* graphic novel.
- Write a character monologue in support of or against the proposed incarceration of Japanese Americans.

Timeframe

One – two 45-minute class periods

Materials

- *Those Who Helped Us* graphic novel
- *Step Inside* handout
- Monologue starter handout
- Paper, pencil/pen

Readings

The Tolan Committee

http://encyclopedia.densho.org/Tolan_Committee/

Vocabulary

Additional Resources

Step Inside routine from Harvard Project Zero

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03g_CreativityRoutines/StepInside/StepInside_Routine.html

Teacher Preparation

1. Review *Step Inside* thinking routine.
2. Duplicate handouts or make handout prompts available for students.

Activities

1. Facilitate a reading of the department store scene on page XX. With student input, identify the characters in the scene. Invite students to select one character to explore further. Distribute the *Step Inside* handout and ask each student to answer the prompts to build understanding of the character.
2. Have students meet in character alike groups to share thinking and discuss aspects of the character, using the *Step Inside* handout as a guide.
3. Inform students that each of their characters has been invited to make a speak to the House Select Committee Investigating National Defense Migration (commonly known as the "Tolan Committee") at a special hearing being held in Seattle in March 1942. The committee is looking for public input on the possible removal of Japanese Americans from the West Coast. Invite each student to write a monologue (statement to the committee) from the character's point of view about this issue.
4. In their character alike groups, provide the opportunity for all students to read their monologues aloud to each other. As a character alike group, challenge students to write one statement to the Tolman Committee, using aspects from individual monologues. Remind them to move beyond mere opinion and include evidence to support their position.
5. Facilitate the sharing of statements (one from each character alike group) to the entire class as if they were the Tolman Committee. Follow up the presentations with a whole class discussion: What did they hear? What did they think about it? What questions does it raise? How does this historic event connect to issues they see today? How can individuals stand up to injustice?

LESSON FOUR

In Someone Else's Shoes

Big Idea

"Race prejudice, wartime hysteria and a failure of political leadership"¹ can cause a group of people to be treated unconstitutionally.

Description

This lesson will focus on developing observation skills, interpretation with evidence, and empathy. It starts with analysis of a historic photo, moves into developing a character, and then progression of a storyline using theatre techniques. An optional extension is to document the storyline in a storyboard format of 3-6 frames.

Student Objectives

Students will:

- Analyze a photograph by observing closely, interpreting with evidence, confirming or changing their thinking with new information, and raising questions.
- "Step inside" someone else's position to develop empathy.
- Use an image (photo/drawing) as inspiration for a character, including thoughts and words.
- Form a tableau or group statue inspired by the graphic novel, including thoughts and words.
- Form a series of connected tableaus.

Timeframe

2 x 40-minute class periods:

- Day 1: photo analysis and character development
- Day 2: create a series of three tableaus with thoughts and words
- Extension: create a storyboard that documents the series of tableaus

Materials

- Zoom In images (via ppt) project or print out images
- *Those Who Helped Us* graphic novel, page 30 (or other page with group image)
- Story board graphic organizer

Additional Resources

See Think Wonder: A routine for exploring works of art and other interesting things.

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

For background information:

American Concentration Camps 5:05 minutes Densho
<https://www.youtube.com/watch?v=wyDLr8Svoio>

Clips from oral history interviews:

Lillian Horita, Feeling conflicted upon being sent to camp (when she was 12 years old).
https://www.youtube.com/watch?v=6GXhd8_grnw&list=PL_txUBUpMcH6Y4ICGI5HPe13yfBVigu5&index=3&t=0s

Frank Kitamura, Effects of the incarceration experience on children.
https://www.youtube.com/watch?v=Nhu1z4CaSbc&list=PL_txUBUpMcH6Y4ICGI5HPe13yfBVigu5&index=12&t=0s

Kara Kondo, The day of mass removal.
https://www.youtube.com/watch?v=am46ZQgfi3I&list=PL_txUBUpMcH4CS9Ggr6IezvCHolhYov-f&index=8&t=0s

Matsue Watanabe, Packing for camp.
https://www.youtube.com/watch?v=JthcRuYcQBM&list=PL_txUBUpMcH4CS9Ggr6IezvCHolhYov-f&index=21

Mutsu Homma, Are you a human being?
https://www.youtube.com/watch?v=-InTumn3iU&list=PL_txUBUpMcH4K6lCo6nMAsG0zzDep-DBk&index=7&t=0s

The Journey to Camp curriculum
http://curriculum.wingluke.org/?page_id=81

Teacher Preparation

Review the Zoom In power point. If unfamiliar with thinking routines, read about See Think Wonder: A routine for exploring works of art and other interesting things.
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

If students have limited background knowledge, consider reviewing the 5-minute documentary, *American Concentration Camps* by Densho and/or oral history clips.

Activities

Day 1: (Students should be seated in small groups of up to 5.)

1. Use Zoom In to incrementally analyze a historical photo. Show Zoom In #1 slide. Invite students to look carefully at the partial image and develop a hypothesis of what the entire image might be (1-minute) without talking to anyone else (see prompts on the slide). Provide students 2-minutes to share their thinking with a partner or small group.

With the entire class, popcorn out a few responses, as students respond, ask them to clarify their thinking ("What makes you say that?").

2. Repeat this process with Zoom In #2 and #3 slides – using the prompts on the slides. Use the final reveal of the photo on Zoom In #4 slide, to have a class discussion about the mass removal of Japanese Americans.
3. If background knowledge is limited, consider playing the *American Concentration Camps* documentary and/or oral history interview(s) to students. If this is not needed, continue to step 4.
4. Display the Lange photo again. Invite each student to select one of the people in the photo to think about more deeply, and consider what the person in the photo might be thinking about. Ask groups to create a tableau based on the photo, then one at a time, share the thoughts of the person they are representing. After listening to all of the thoughts, the group develops a title for their tableau.

Day 2: (Students continue to work in small groups of up to 5.)

1. Invite students to look at the image of a group of people on page 30 (or another image of a group of people) and discuss what is happening in the image. Each group then creates a tableau of the image, with each student determining the thoughts of the person/character that they're portraying. After sharing the thoughts, the group develops a title for their tableau.
2. The group then determines what might happen next to the people/characters they're representing, and creates a tableau, determines the thinking of their character, share with the group and develop a title for this tableau.
3. Repeat step 2 to create and process a third tableau, lines and a title. Provide time for groups to practice setting up tableau 1, saying the title, sharing their lines, moving to tableau 2, saying the title, sharing lines, moving to tableau 3, saying the title, and sharing lines and coming up with a way to end their presentation.
4. Invite each group to present their 3 tableaus, titles and lines for the class. Facilitate a class discussion: What did they learn about this historical event? Reflect on the process of using tableaus. What connections do they see with current social issues?

Extension

1. Provide students with the storyboard template. Invite students to record their tableau sequence.



April 25, 1942 San Francisco, CA. Bush Street, San Francisco. Japanese family heads and persons living alone form a line outside Civil Control station located in the Japanese American Citizens League Auditorium at 2031 Bush Street, to appear for "processing" in response to Civilian Exclusion Order Number 20. Photograph by Dorothea Lange

HANDOUTS

Color-Symbol-Word

Oral History Narrator _____

Color



Symbol



Word



Color-Symbol-Word - adapted from *Colour-Symbol-Image*, Harvard Project Zero

The Final Word

Purpose

This discussion format helps students process text. It is designed to allow everyone to participate and to keep the conversation grounded in the text. The process works in a small group of 4-6 students to explore text, clarify thinking, and to question assumptions and beliefs in order to gain deeper understanding. It can be used with articles, chapters of a book or selected excerpts; it can be used when everyone has read the same material or in situations where participants read different items.

Roles

- Timekeeper
- Participants

Process

1. Provide students with a prompt related to the text. For example,
 - identify the most significant idea from the text, or
 - a selection from the text that particularly struck you, or
 - a passage that raises questions for you, or
 - text that surprised you.
2. Ask each student to select two passages from the text, noting the page number and paragraph for each. They should be able to explain what prompted their selections.
3. Form small groups of 4-6 students. Each group should select a timekeeper.
4. The sharing begins with one person giving others in the group the page number/paragraph of their selection. The others turn to the page and follow along as it is read aloud.
5. The person tells why they made their selection *in less than 3 minutes*.
6. Proceeding around the group, each person responds in *less than 1 minute* each.
7. The person that began this round has *the final word* – *no more than 1 minute* to respond to what's been said by the others.
8. The person sitting next to the one who began the first round now shares the page number/paragraph of their selection. The others in the group turn to the page and follow along as it is read aloud. Repeat steps 5-8 until everyone in the group has had the opportunity to have to share their text selection and have *the final word*.

Note: the group should maintain the discussion format and wait until everyone has had their turn before having a free-flowing conversation.

STEP INSIDE

A routine for getting inside viewpoints

Some core questions that can guide students in this routine are:

What does the person or thing *see, observe, or notice*?

What might the person or thing *know, understand, hold true or believe*?

What might the person or thing *care deeply about*?

What might the person or thing *wonder and/or question*?

Purpose: What kind of thinking does this routine encourage?

This routine helps students to explore different perspectives and viewpoints as they try to imagine things, events, problems, or issues differently. In some cases this can lead to a more creative understanding of what is being studied. For instance, imagining oneself as the numerator in a fraction. In other settings, exploring different viewpoints can open up possibilities for further creative exploration. For example, following this activity a student might write a poem from the perspective of a soldier's sword left on the battlefield.

Application: When and where can it be used?

This routine asks students to step inside the role of a character or object—from a picture they are looking at, a story they have read, an element in a work of art, an historical event being discussed, and so on—and to imagine themselves inside that point of view. Students are asked to then speak or write from that chosen point of view. This routine works well when you want students to open up their thinking and look at things differently. It can be used as an initial kind of problem solving brainstorm that opens up a topic, issue, or item. It can also be used to help make abstract concepts, pictures, or events come more to life for students.

Launch: What are some tips for starting and using the routine?

In getting started with the routine the teacher might invite students to look at an image and ask them to generate a list of the various perspectives or points of view embodied in that picture. Students then choose a particular point of view to embody or talk from, saying what they see, how they interpret the situation, what they value and wonder about. Sometimes students might state their perspective before talking. Other times, they may not and then the class could guess which perspective they are speaking from. In their speaking and writing, students may well go beyond these starter questions. Encourage them to take on the character of the thing they have chosen and talk about what they are experiencing. Students can improvise a brief spoken or written monologue, taking on this point of view, or students can work in pairs with each student asking questions that help their partner stay in character and draw out his or her point of view.

This routine is adapted from Debra Wise, *Art Works for Schools: A Curriculum for Teaching Thinking In and Through the Arts* (2002) DeCordova Museum and Sculpture Park, the President and Fellows of Harvard College and the Underground Railway Theater.

STEP INSIDE

A routine for getting inside viewpoints

What does the character see, observe or notice?

What might the character know, understand, hold true or believe?

What might the character care deeply about?

What might the character wonder and/or question?

What is your character's name, age, and race?

Adapted from: **VISIBLE**
THINKING © Harvard Project Zero

MONOLOGUE STARTER

Dear Members of the Tolan Committee,

My name is _____, I am a citizen of the city of Seattle, and would like to present my testimony today (in support of or against) the incarceration of Japanese Americans.