

Inquiry Blueprint

Japanese American Incarceration in World War II: A US History Inquiry

Compelling Question: What can we learn from the stories of Japanese Americans who stood up for their democratic rights and freedoms?			
Staging the Compelling Question	Students will use the Question Formulation Technique (QFT) to analyze the “I Am an American” photograph by Dorothea Lange and be introduced to the compelling question for the inquiry.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What conditions made the incarceration of Japanese Americans during World War II possible?	What was life like for Japanese Americans during incarceration?	How did Japanese Americans resist their incarceration and assert their rights during World War II?	How has the legacy of World War II Japanese American incarceration inspired activism among Japanese Americans today?
Formative Task	Formative Task	Formative Task	Formative Task
Students will make a list of at least three historical events or factors that made the incarceration of Japanese Americans during World War II possible.	Students will complete a K-W-L chart detailing information they learned about the incarceration of Japanese Americans during World War II.	Students will create a working definition of resistance based on information they learned about the resistance of Japanese Americans incarcerated during World War II.	Students will create a headline describing how the legacy of Japanese American incarceration has inspired activism among Japanese Americans today.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Handout: Event Cards Asian Discrimination in the United States Handout: Action/Impact Graphic Organizer	Reading: The Incarceration of Japanese Americans During World War II Map: Map of Japanese American Incarceration Camps Reading: “Concentration Constellation” by Lawson Fusao Inada Gallery: Snapshots of Japanese American Incarceration Handout: Analysis of Snapshots of Japanese American Incarceration	Reading: Legal Challenges to Japanese American Incarceration Reading: Japanese American Military Service and Protest During WWII Reading: Japanese American Incarceration Camp Protests	Reading: Inside the Japanese American Campaign for Reparations Reading: How History Led Japanese Americans to Stand with Immigrants Reading: The Movement to Teach AAPI History in Public Schools

Summative Performance Task	<p>ARGUMENT “What can we learn from the stories of Japanese Americans who stood up for their democratic rights and freedoms?”</p> <p>In a format of your choice (e.g., digital presentation, poster, essay), discuss two to three examples of how Japanese Americans fought for their democratic rights and freedoms during and after their incarceration during World War II. Explain how each example offers lessons or inspiration for those who participate in the ongoing project of strengthening democracy in the United States today.</p>
Taking Informed Action	<p>UNDERSTAND You have built understanding through the supporting questions and formative tasks. You may do additional research about Japanese American incarceration or Japanese Americans’ struggle for justice following their incarceration during World War II if you wish.\</p> <p>ASSESS Identify a democratic right or freedom that is not guaranteed to all in a community that matters to you (e.g., your school district, neighborhood, or city). Once you’ve identified this democratic right or freedom, research answers to the following questions:</p> <ul style="list-style-type: none">• Who in your community is most shut out from this democratic right or freedom?• What are the root causes for why this democratic right or freedom is inaccessible to them?• What people or organizations are currently working on this issue? What strategies are they using to address it? <p>ACT Deepen your knowledge and engagement of this issue by interviewing a community member who is either actively working to address this issue or impacted by it personally. Report back what you learned from the interview in one or more of the following ways:</p> <ul style="list-style-type: none">• Write a synopsis of the interview and publish it on a blog or social media site• Share what you learned from the interview in a class or school-wide presentation• Create a work of art that publicizes the issue in a public forum (e.g., by a public performance or art display in your school or community)• Give a public comment at a school board or City Council meeting <p>Please see the “Opportunities and Alternatives for In-Person Interviews and Neighborhood Visits” teaching note in the Inquiry Overview for further guidance on how to make this activity work in your classroom.</p>