

Establishing Ourselves in Time and Place: Data Retrieval Chart (Part 1)

Overview

When students study history, it is helpful for them to understand the context in which events happened. Students should begin with their own lives and move outwards. This first lesson uses the “universals of culture” as a framework for understanding the relationship between events and the ways in which people live. The universals of culture are elements that are present in all cultures and have been identified by Cleveland, Craven, and Danfelter (1979) as 1) material culture; 2) arts, play, and recreation; 3) language and nonverbal communication; 4) social organization; 5) social control; 6) conflict and warfare; 7) economic organization; 8) education; and 9) world view. When meaningful context is established, students are better able to examine and understand historical events.

The Data Retrieval Chart that is begun in this unit uses elements of material culture (food, clothing, tools and technology, shelter, and transportation); social control (Who Has Power?); and social organization (Lives of Children). The Data Retrieval Chart also introduces the concept of an “ally,” a person who offers assistance and stands up for what is fair and right. A poster-sized Data Retrieval Chart will allow students to add information about the everyday life of people as they begin to read *Weedflower* on Day 2 and work with historical documents. This chart provides visual support to students as they learn about the similarities and differences between the present and the historical time they are studying. In this lesson, students work in small groups. They will revisit the Data Chart in Lessons 8 and 14.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will develop understanding of present time using universals of culture.

- Students will document historical context using universals of culture.
- Students will synthesize data from classmates.

Guiding Questions

- What are some features of our community?

Assessment(s)

- Teacher observation of individual worksheets and small group synthesis.
- Teacher observation and completion of *Handout 1-3: Data Retrieval Chart Assessment*.

Materials

- *Handout 1-1: Data Retrieval Chart (sample)*, enlarged and posted on butcher paper, approximately 5 x 6½ feet
- *Handout 1-2: Thinking About Our Lives and Communities Today*, one per student
- Six pieces of 8½-x-11-inch white construction paper or other white paper
- Colored pencils and/or markers
- *Handout 1-3: Data Retrieval Chart Assessment*

Activities and Teaching Strategies

- Begin the lesson by explaining universals of culture and how they can help us understand what life was like for people in the past. An enlarged version of *Handout 1-1: Data Retrieval Chart (sample)* will provide a way to compare the present with the past.
- Each student should complete *Handout 1-2: Thinking About Our Lives and Communities Today*, using both words and pictures. When students have finished, cut the sections apart and write the name or initials of students on the back of each section.
- Divide the class into six small groups. Each small group will be assigned one category and be responsible for synthesizing the class's responses for that category. They should record their synthesis onto an 8½-x-11-inch sheet of white paper using both words and pictures.

These will be placed on the large Data Retrieval Chart to represent students' present life. It may be helpful to begin working with one category as a whole class in order to model how to synthesize the data.

- When the groups have finished, have each small group report out to the class what they recorded. Discuss the features of the class members' community.
- As a whole group, discuss the last two sections of the chart. "Who Has Power?" refers to those in the community who make and enforce rules and laws. "Who Are Allies?" refers to people who offer assistance and stand up for what is right and fair. The teacher or students may write in these sections.

Data Retrieval Chart (Sample) Handout 1-1

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Compare and contrast historical events through the lives of individuals.

	Present	<i>Weedflower</i> /Poston	Santa Fe Camp	Gallup
Food				
Clothing				
Tools/technology				
Shelter				
Transportation				
Lives of Children				
Major Events				
Who Has Power?				
Who Were Allies?				

Thinking About Our Lives and Communities Today

Handout 1-2

16

Name _____

	Present
Food What kinds of food do you eat? Where do you get your food?	
Clothing What kinds of clothes do you wear? What are styles of clothing are popular?	
Tools and Technology What are some of the tools you use to make life easier? How do you use technology on a daily basis?	
Shelter What type of shelter do you live in?	
Transportation How do you get from one place to another?	
Lives of Children What do children do for fun? What kinds of jobs do children do? What kinds of chores and daily family responsibilities do children have?	



Data Retrieval

Chart Assessment

Handout 1-3

17

Name _____

Universal _____

Scale: 1 = rarely, 2 = sometimes, 3 = consistent

Representation is accurate and shows detail.

1 2 3

Work is neat and writing is legible.

1 2 3

Ideas are shared with teammates.

1 2 3

Participates in the work of the team.

1 2 3

Works quietly and stays focused on task.

1 2 3

Explains team's work and answers questions from audience.

1 2 3

Total points for task: _____ of 18

Character Web

Overview

This unit uses *Weedflower* by Cynthia Kadohata as a core piece of literature. It provides a narrative about one child and her family during World War II. The main character is Sumiko, who lives with her brother, aunt, uncle, grandfather, and two cousins. They are introduced in the first chapter of the book. Because some students may need support as they get to know the family, their names, their individual characteristics, and relationships, students will begin a character web in this lesson. A character web is a graphic organizer on which students can record notes about the characters. Students can add to the web throughout the reading of the novel as the characters develop. A master copy can be created for the class, and students can keep individual copies in their unit notebook.

After *Weedflower* is introduced in this lesson, beginning on Day 3 instructions for the Language Arts component will be found in a box located at the beginning of each day's Social Studies lesson.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will use a graphic organizer to record individual character's traits and record relationships between characters.

Guiding Questions

- Who are the characters in *Weedflower*? What do we know about them?
- How are the characters related to Sumiko?
- How do characters grow and change in the novel?

Assessment(s)

- Teacher observation of students' completed *Handout 2-1: Character Web Graphic Organizer* and whether students are able to articulate the relationship between the characters in *Weedflower*.

Materials

- A copy of the young adult novel *Weedflower* by Cynthia Kadohata
- *Handout 2-1: Character Web Graphic Organizer* (individual copies for students' folders and a large copy for whole class reference)
- Student journals

Activities and Teaching Strategies

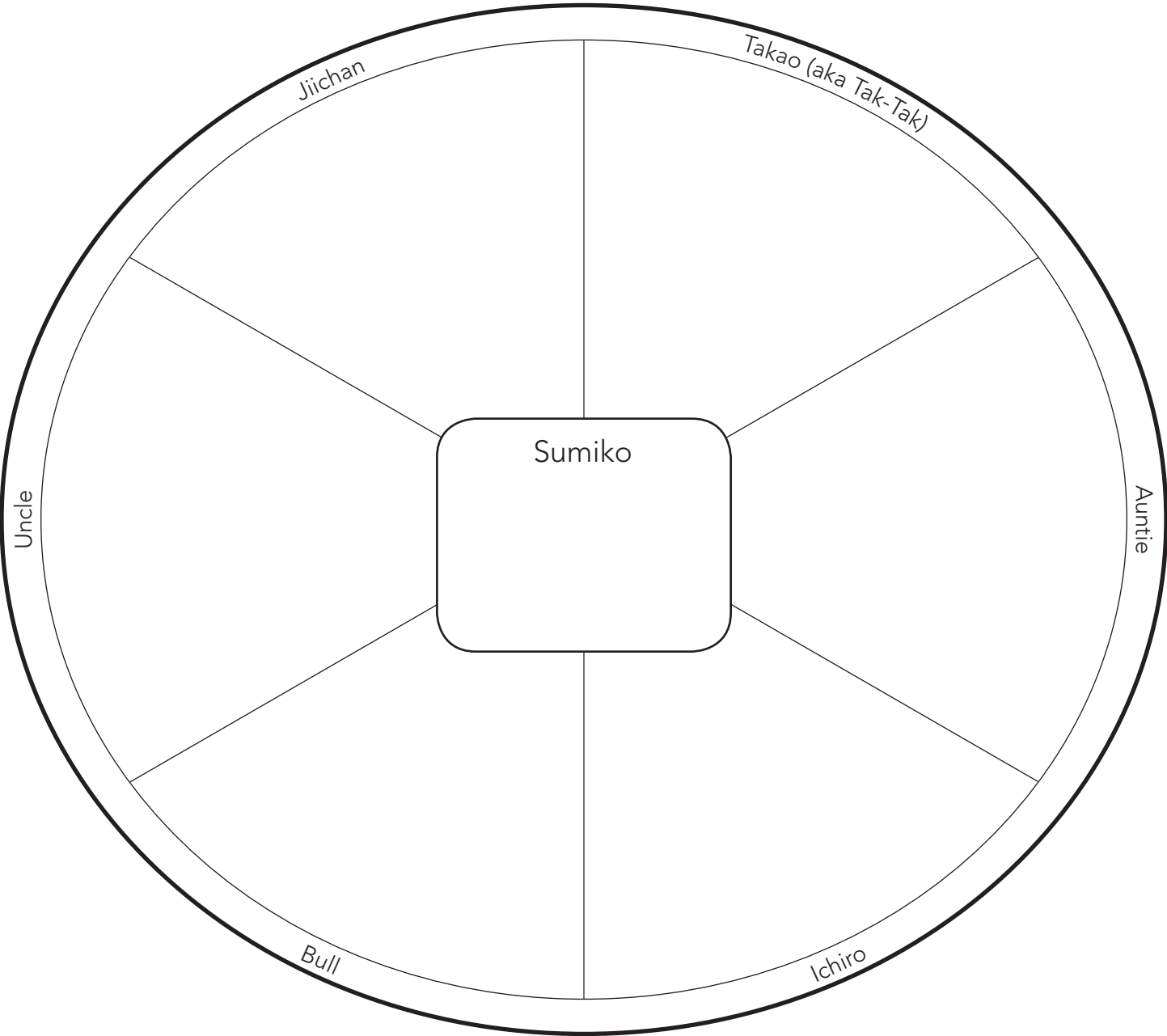
- Introduce the novel *Weedflower* to students. Explain that there are several characters in the book and that it is important to keep track of them. List the characters on the board and read through their names: Sumiko, Jiichan, Uncle, Auntie, Takao (whose nickname is Tak-Tak), Bull, and Ichiro. Ask students to listen for the characters as they listen to or read along with the first chapter.
- After completing Chapter 1 of *Weedflower*, distribute individual copies of *Handout 2-1: Character Web Graphic Organizer*. As a class, add words or phrases in the appropriate section to describe each person. The lines between Sumiko and the other characters can be used to describe the relationship. For example, "Sumiko is Tak-Tak's sister. Tak-Tak is Sumiko's brother." A large class version can be created as a reference. As the novel is read over the course of the unit, new information can be added to the character web. Students should keep their individual copies in their journals.
- Discuss the following questions with students: *What communities do Sumiko and her family belong to? Are they excluded from any communities? Why are they included or excluded from these communities?*



Character Web Graphic Organizer

Handout 2-1

Name _____



Photograph Analysis

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 2 and 3 (21 pages) of *Weedflower*.
- Continue to add to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following questions as a class or in small groups:
 - What are the mealtime expectations for Sumiko and Tak-Tak?
 - How do these expectations reflect their family's values and culture?
- Provide a journal prompt for students to respond to:
 - What kinds of expectations does your family have about mealtimes? Think about where you eat, the rules or manners expected during family meals, and who talks during meals.

Overview

Historians use evidence to construct their understanding of the past. A primary source is something written or created by someone living at the time of the event. It is an eyewitness account or direct evidence. Photographs, documents, interviews, diaries, letters, and drawings are some examples of primary sources. A secondary source is created by someone looking back on a historical time. It is an interpretation of a primary source. This unit uses many primary source materials so that students can construct their own understanding of historical time and events. Students will need guidance as they learn to use protocols for analysis of primary source materials.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will learn to analyze a document using a protocol.
- Students will use photographs as source of historical information.

Guiding Questions

- How do historians learn about what happened in the past?
- What are some features of rural farm life in the 1940s?
- How is rural farm life in the 1940s similar to or different from our lives today?

Assessment(s)

- Teacher observation of students' completed *Handout 3-1: Photo Analysis Guide* and whether students are able to distinguish between observation and opinion/judgment.

Materials

- *Handout 3-1: Photo Analysis Guide* (individual copies for students, one copy on overhead transparency for whole class recording)
- *Handout 3-2: Scene at a Santa Clara County Berry Farm* (overhead transparency for group viewing)

Activities and Teaching Strategies

- Begin this lesson by asking students how they think historians—including the people who write their social studies books—learn about history. Make a list of the activities suggested by students. Explain that they (students) will be working as historians by using primary source materials as evidence. They will be analyzing a photograph to learn about what life was like in the past. They will be using a protocol for their analysis to help them focus their observations and thinking.
- Add primary source materials and photo analysis to the list of activities undertaken by historians if these terms are not on it.



- Distribute one copy of *Handout 3-1: Photo Analysis Guide* to each student. Read through the document, explaining each section.
- Display the overhead transparency of *Handout 3-2: Scene at a Santa Clara County Berry Farm*, covering the descriptive information at the bottom. Explain to students that the farmhouse in the photo is similar to one where Sumiko's family would have lived.
- Ask students to examine the photo silently for one minute, looking for people, objects, and activities. Record student observations directly on the overhead transparency. Help students make the distinction between an observation and a judgment or opinion. Students should follow along and record on their own guide sheets. Be sure that the students notice the following:
 - The size and style of the house
 - The rows of plants
 - The frame, possibly for irrigation, near the bottom of the picture
 - The proximity of the field to the house and driveway
 - The absence of power lines
 - The rear building
- Uncover the descriptive information at the bottom of *Handout 3-2: Scene at a Santa Clara County Berry Farm* and complete the title, date, and photo questions.
- Ask students to work with a partner or in a three-some to answer the next set of questions about what is happening in the picture and what can be inferred (concluded) from observations. Ask them to use evidence from the picture to support their comments. In a whole group, take comments from students and add some of them to the class analysis guide.
- Discuss what was learned about life in rural California in the 1940s from the photograph and ask: *How was life similar or different from students' lives now?*
- Collect student work.

Photo Analysis Guide

Handout 3-1

Name _____

Photo title _____

- 1. **Observation**
Look at the photo for one minute. If magnifying glasses are available, use them to see details in the photograph.
- 2. **Record**
In the spaces below, record what you have observed.

People	Objects	Activities

- 3. **Questions**
When was the photograph taken?

Who took the picture?

What is happening in the picture?

What can you infer from your observations?

What new questions do you have about the people or situation represented?

Where can you find answers to your questions?



Scene at a Santa Clara County Berry Farm

Handout 3-2

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Name _____



Mountain View, California. Scene at a Santa Clara County berry farm leased by its owner, of Japanese ancestry, to a Caucasian family prior to evacuation. Evacuees of Japanese descent will be housed at War Relocation Authority centers for the duration.

Photographer: Dorothea Lange
Courtesy of the National Archives and Records Administration
ARC Identifier 536446/Local Identifier 210-G-A555

Creator(s): Department of the Interior. War Relocation Authority (02/16/1944–06/30/1946)
Type(s) of Archival Materials: Photographs and Other Graphic Materials
Production Date(s): 04/18/1942
Part of: Series: Central Photographic File of the War Relocation Authority, compiled 1942–1945
Access Restriction(s): Unrestricted
Use Restriction(s): Unrestricted

Pearl Harbor Attack

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 4 and 5 (21 pages) of *Weedflower*.
- Continue to add to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
 - Why did Nikkei (defined on page 21 as people of Japanese descent) families burn possessions that reflected their Japanese culture and heritage after the bombing of Pearl Harbor?
- Provide a journal prompt for students to respond to:
 - Choose a special object from your home that reflects your family. Draw a picture of the object and write four to five sentences explaining how it represents your family.

Overview

On December 7, 1941, the Empire of Japan attacked the United States' naval base at Pearl Harbor, Hawai'i. The attack and the response to it by President Roosevelt are critical background information for this unit. Some students may already be familiar with the attack on Pearl Harbor, while others may not be. "Photograph of the exact moment the USS *Shaw* exploded during the Japanese attack on Pearl Harbor, 12/07/1941," included in this lesson, is one of several photographs showing the Pearl Harbor attack that can be accessed through the National Archives and Records Administration (NARA) Web site. Additional photos can be accessed through the National Park Service site for the USS *Arizona* at Pearl Harbor at <http://www.nps.gov/archive/usar/photos1/indexa.htm> (accessed September 6, 2009).

Essential Question

- How do communities grow and change over time?

Objectives

- Students will use a protocol to analyze a photograph.
- Students will use a photograph as a source of historical information.

Guiding Questions

- How does war change communities?
- What actions did the Empire of Japan take against the United States?

Assessment(s)

- Teacher observation of students' completed *Handout 3-1: Photo Analysis Guide* and whether students are able to distinguish between observation and opinion/judgment.

Materials

- Additional blank copies of *Handout 3-1: Photo Analysis Guide* (individual copies for students, one copy on overhead transparency for whole class viewing)
- *Handout 4-1: "Photograph of the exact moment the USS Shaw exploded during the Japanese attack on Pearl Harbor, 12/07/1941"* (individual copies for students, one copy on overhead transparency for whole class viewing)
- Magnifying glasses, one per student or one per student pair
- *Handout 4-2: Transcript of Message to Congress Requesting Declaration of War Against Japan, 12/08/1941*

Activities and Teaching Strategies

- Begin by asking students what they know about how the U.S. got involved in World War II. If students do not mention the war in the Pacific, explain that the U.S. fought in Europe and North Africa and also in the Pacific and Asia. This lesson will examine reasons for entering the war in the Pacific.
- Review the list of historian's activities from Day 3. Today the class will examine another photograph and a document.
- Distribute copies of *Handout 3-1: Photo Analysis Guide*



to each student. Review the steps on the guide. Distribute copies of *Handout 4-1: "Photograph of the exact moment the USS Shaw exploded during the Japanese attack on Pearl Harbor, 12/07/1941"* and ask students to spend one minute silently examining the photo, looking for people, events, and activities. If magnifying glasses are available, give them to students.

- Record student observations on the master guide transparency. Use the photo on the transparency as a reference and to focus student attention. Help students notice the different ships and boats, men, vehicles, paved area, and smoke.
- Use the description below the photograph to complete the title and date; the photographer of this image is not named.
- Ask students to work with a partner or in a threesome to answer the next questions about what is happen-

ing in the picture and what can be inferred from their observations. Have them use evidence from the picture to support their comments. In a whole group, take comments from students and record them directly on the overhead transparency.

- New questions that result from the photograph should be written on students' individual pages. A class compilation of questions can be made. These can be a source for extension lessons or individual inquiries.
- Read aloud and discuss the transcript on *Handout 4-2: Transcript of Message to Congress Requesting Declaration of War Against Japan, 12/08/1941*.

Photograph of the exact moment the USS *Shaw* exploded during the Japanese attack on Pearl Harbor 12/07/1941

Handout 4-1

26

Name _____



Photograph of the exact moment the USS Shaw exploded during the Japanese attack on Pearl Harbor, 12/07/1941

Courtesy of the National Archives and Records Administration

ARC Identifier 306543

Item from Record Group 128: Records of Joint Committees of Congress, 1789–2006

Creator(s): U.S. Congress. Joint Committee on the Investigation of the Pearl Harbor Attack (1945–1946)

Type(s) of Archival Materials: Photographs and Other Graphic Materials

Production Date(s): 12/07/1941

Part of: Series: Exhibits, compiled 11/15/1945–05/31/1946

Access Restriction(s): Unrestricted

Use Restriction(s): Unrestricted

Transcript of Message to Congress Requesting Declaration of War Against Japan 12/08/1941

Handout 4-2

27

Name _____

ADDRESS OF THE PRESIDENT
TO THE CONGRESS OF THE UNITED STATES
BROADCAST FROM THE CAPITOL, WASHINGTON, D.C.
December 8, 1941 -- 12.30 P.M., E.S.T.

MR. VICE PRESIDENT, AND MR. SPEAKER, AND MEMBERS OF THE SENATE AND HOUSE
OF REPRESENTATIVES: (TO THE CONGRESS OF THE UNITED STATES:)

Yesterday, December 7, 1941 -- a date which will live in infamy
-- the United States of America was suddenly and deliberately attacked by
naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the
solicitation of Japan, was still in conversation with its Government and
its Emperor looking toward the maintenance of peace in the Pacific. Indeed,
one hour after Japanese air squadrons had commenced bombing in the American
Island of Oahu, the Japanese Ambassador to the United States and his col-
league delivered to (the) our Secretary of State a formal reply to a recent
American message. And while this reply stated that it seemed useless to con-
tinue the existing diplomatic negotiations, it contained no threat or hint
of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes
it obvious that the attack was deliberately planned many days or even weeks
ago. During the intervening time the Japanese Government has deliberately
sought to deceive the United States by false statements and expressions
of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe
damage to American naval and military forces. I regret to tell you that
very many American lives have been lost. In addition American ships have
been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against



- 2 -

Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island.

And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will (we) our whole nation remember the character of the onslaught against us. (applause)

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to (loud and prolonged cheers and applause) absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again (endanger us) endanger us (again). (applause)

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces -- with the unbounding determination of our people -- we will gain the inevitable triumph -- so help us God. (applause)



- 3 -

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, 1941, a state of war has existed between the United States and the Japanese Empire. (loud and prolonged cheers and applause).

FRANKLIN D. ROOSEVELT

THE WHITE HOUSE,

December 8, 1941.



Photograph and Painting Analysis

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 6 through 8 (18 pages) of *Weedflower*.
- Continue to add to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
 - Jiichan and Uncle have been arrested. Why were they arrested? What was their crime?
- Provide a journal prompt for students to respond to:
 - What are your responsibilities as a community member if a friend or neighbor is being removed?

Overview

Within hours of the attack on Pearl Harbor, hundreds of Japanese American business, community, and religious leaders were taken away by the FBI. Executive Order 9066, signed by President Roosevelt on February 19, 1942, authorized the War Department to set military areas from which “any and all persons may be excluded.” This allowed the military to remove Japanese Americans from western Washington and Oregon, all of California, and southern Arizona. Exclusion orders were posted in communities in which Japanese Americans lived, worked, and shopped, giving people only a few days’ notice of their forced removal. In this lesson, students consider the viewpoints of people in the photo or painting. They also respond to the viewpoints expressed by their peers, in the process refining and extending their understanding.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will understand the thoughts and feelings of Japanese Americans faced with forced removal.

Guiding Questions

- How does war change communities?
- How would your family’s life change because of an exclusion order?
- What questions about the exclusion order would you have?
- What are your responsibilities as a community member if a friend or neighbor is being removed?
- What are your rights as a community member if you are being removed?

Assessment(s)

- Teacher observation of students’ imagined conversations between people in the images, and students’ understanding of the historical events from different perspectives.

Materials

- *Handout 5-1: Saturday Afternoon Shoppers* (individual copies for students, one copy on overhead transparency for whole class viewing)
- *Handout 5-2: My Papa* (individual copies for students, one copy on overhead transparency for whole class viewing)
- Poster-size sheets of newsprint, glue, and markers for writing

Activities and Teaching Strategies

- Discuss with students the intent of Executive Order 9066 and the “roundup” of Japanese Americans immediately after the attack on Pearl Harbor. Both of these events are described in *Weedflower*.
- Ask them to look at *Handout 5-1: Saturday Afternoon Shoppers* and then imagine the thoughts or conversation the people in the photo might have. Repeat the



process with *Handout 5-2: My Papa*, a reproduction of a painting by Henry Sugimoto.

- Divide students into small groups; group size should be equal to the number of people in the image. Distribute a copy of either the “Shoppers” photo or the Sugimoto painting. Have students glue the image in the center of large piece of paper. Ask them to create a conversation the people in the photo might be having. As they develop the conversation, they should consider who the people might be and how the conversation would represent their point of view.
- Students can use either thought or word bubbles to record the individuals’ thoughts or speech.
- When groups have completed their work, they can share posters with the class.

Saturday Afternoon Shoppers

Handout 5-1

32

Name _____



San Francisco, California. Saturday afternoon shoppers reading order directing evacuation of persons of Japanese ancestry. This store on Grant Avenue in Chinatown was vacated by an art dealer of Japanese descent. Evacuees will be housed in War Relocation Authority centers for the duration.

Photographer: Dorothea Lange
Courtesy of the National Archives and Records Administration
ARC Identifier 536019/Local Identifier 210-G-A41

My Papa

Handout 5-2

33

Name _____



A man is taken away from the family farm by an FBI agent as his young family watches.

Henry Sugimoto

My Papa, ca. 1943

Gift of Madeleine Sugimoto and Naomi Tagawa

Japanese American National Museum (92.97.139)

All requests to publish or reproduce images in this collection must be submitted to the Hirasaki National Resource Center at the Japanese American National Museum. More information is available at <http://www.janm.org/nrc/>.