

Authors

Rebecca M. Sánchez and Cindy Basye

Name of Unit

New Mexico Communities During World War II

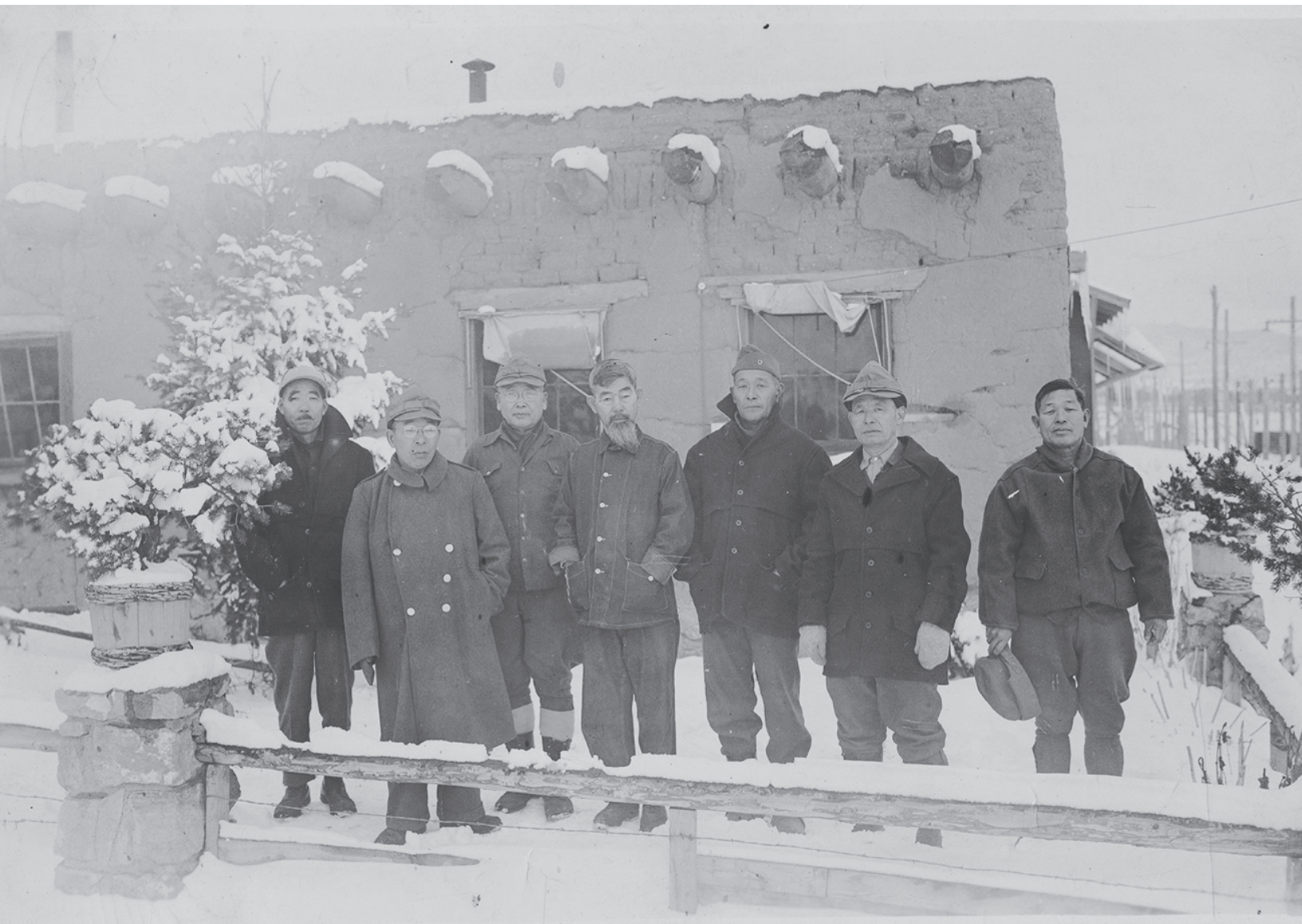
Suggested Grade Level(s)

4, 5

Suggested Subject Area(s)

Language Arts and Social Studies

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Unit Map

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Language Arts and Social Studies

Number of Class Periods Required

This is a multidisciplinary unit meant to span 15 days of instructional time for Language Arts and Social Studies lessons.

Essential Question

- How do communities grow and change over time?

Lesson Calendar for Language Arts and Social Studies Lessons

The following lesson calendar is an at-a-glance reference that shows how the multidisciplinary lessons complement each other

New Mexico Content Standards

- Language Arts K-4 III-A PS 4-1: Examine the reasons for characters' actions.
- Language Arts K-4 III-A PS 4-2: Identify and examine characters' motives.
- Language Arts K-4 III-A PS 4-3: Consider a situation or problem from different characters' point of view.
- Language Arts 5-8 I-C PS 5-3: Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: a. analyzing word choice and content; b. examining reasons for a character's actions.

- Language Arts 5-8 I-C PS 5-5: Analyze cause-and-effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.
- History Strand K-4 I-B PS 4-1: Describe local events and their connections and relationships to national history.
- History Strand 5-8 I-A: Explore and explain how people and events have influenced the development of New Mexico up to the present day.
- History Strand K-4 I-D PS 4-1: Describe and explain how historians and archaeologists provide information about people in different time periods.
- History Strand 5-8 I-D PS 5-1: Differentiate between, locate, and use primary and secondary sources.
- History Strand 5-8 I-D PS 5-2: Use resources for historical information.
- History Strand 5-8 I-D PS 5-4: Show the relationship between social contexts and events.
- Civics Strand K-4 III-D PS 4-1: Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.
- Civics Strand K-4 III-D PS 4-2: Examine issues of human rights.
- Civics Strand 5-8 III-D PS 5-1: Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitutions of local, state, tribal, and federal governments.

Teacher Overview

Weedflower by Cynthia Kadohata was chosen as a core piece of literature for this unit because it describes the lives of typical West Coast rural Japanese Americans and their experiences during World War II. The book provides numerous opportunities for students to examine, with teacher support, some of the historical events that helped shape the era. Through readings, discussions, and journal prompts, students can make personal connections to the characters and their struggles for fair and decent treatment in time of war.

The book is intended to be used as a read-aloud. The novel is long and has been divided into fifteen segments. Teacher discretion can be used to break the readings into smaller “chunks” or to exclude some passages that do not seem critical to the overall story. If multiple copies of the book are available, students can follow along as the teacher reads the book aloud.

Note: On its Web site the Japanese American National Museum has video footage from July 2006 of Cynthia Kadohata discussing *Weedflower* and answering questions from educators which provide insight into her writing process. This footage is available at <http://www.janm.org/projects/ec/curricula/> (accessed September 6, 2009).

In addition to *Weedflower*, we encourage the inclusion of other children’s literature throughout the unit. *Baseball Saved Us* by Ken Mochizuki, *A Place Where Sunflowers Grow* by Amy Lee-Tai, *Music for Alice* and *Home of the Brave* by Allen Say, and *The Bracelet* by Yoshiko Uchida all tell a story of people removed from their homes during the war. Through the stories and visual images, the geography and extent of incarceration become more apparent to young learners. Amy Lee-Tai’s grandmother, Hisako Hibi, was incarcerated at Topaz. Her paintings can be viewed on the Japanese American National Museum’s Web site at <http://www.janm.org/collections/hisako-hibi-collection/> (accessed September 6, 2009). A list of additional resources can be found in the Selected Bibliography included in this curriculum’s Appendix.

The Farolitos of Christmas by Rudolfo Anaya is set in New Mexico during World War II. *The Unbreakable Code* by Sara Hoagland Hunter tells of the Navajo code talkers during the war. These two books can help students construct an understanding of life for other New Mexicans at the time.

To complement the children’s literature, this unit also incorporates a number of primary sources within the Social Studies lessons. 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 event or time—it is an interpretation of a primary source. Primary sources are valuable because they provide students a view into the past through the eyes of someone who experienced it. In this unit we present students with some primary source materials and introduce them to simple protocols for analyzing these materials. We ask students to use these sources and protocols as they begin to construct their own understanding of a particular era in American history. When lessons use primary sources, students should be reminded of the role the sources play in historical inquiry.

Statement from Rebecca M. Sánchez and Cindy Basye, Co-Authors of this Unit

Developing and teaching the lessons related to the Japanese American experience in New Mexico has been a transformational journey for both teachers and students. One fifth-grade teacher mentioned how the students in her class (who are largely immigrants) were able to identify with the unreasonable searches and seizures that the Japanese American experienced in the 1940s. The lessons encouraged children to make connections to history and to compare and contrast their own experiences with those of others. Developing empathy, examining primary sources, and thinking like historians made the lessons particularly effective. In the next phase of the project, we would like to have a daylong professional development workshop for teachers related to the lessons. We will try and incorporate the units into our work with the

state social studies organization. Because students and teachers have deepened their state and national historical knowledge as a result of the lessons, we feel that the process of dissemination is the next important step to ensure that the story of the Japanese American experience in New Mexico has a place in the curriculum.

Lesson Calendar

for Language Arts and Social Studies

Essential Question: How do communities change and grow over time?

	Day 1: Data Retrieval Chart (Part 1)	Day 2: Character Web	Day 3: Photograph Analysis	Day 4: Pearl Harbor Attack	Day 5: Photograph and Painting Analysis
Guiding Questions	What are some features of our community?	Who are the characters in <i>Weedflower</i> ? What do we know about them? How are the characters related to Sumiko? How do characters grow and change in the novel?	How do historians learn about what happened in the past? What are some features of rural farm life in 1940s? How is rural farm life in the 1940s similar to or different from our lives now?	How does war change communities? What actions did the Empire of Japan take against the United States?	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?
<i>Weedflower</i> Readings		Read Chapter 1 (11 pages) Sumiko and her family are introduced.	Read Chapters 2–3 (21 pages) Sumiko's daily routine is described.	Read Chapters 4–5 (21 pages) Sumiko goes to the birthday party. Pearl Harbor is attacked the following day.	Read Chapters 6–8 (18 pages) The U.S. declares war on Japan. Jiichan and Uncle are arrested.
Journal Prompts			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.	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.	What are your responsibilities as a community member if a friend or neighbor is being removed?
Social Studies Lessons	Construct Data Retrieval Chart for the present day.		Introduce photograph analysis protocol and analyze photos of a farmhouse and a family.	Analysis of a photograph and a speech related to the attack on Pearl Harbor and the declaration of war against Japan.	Analysis of a photograph and a painting depicting scenes from the Japanese American community following the attack on Pearl Harbor.

Essential Question: How do communities change and grow over time?

	Day 6: Visual Timeline (Part 1)	Day 7: Visual Timeline (Part 2)	Day 8: Data Retrieval Chart (Part 2)	Day 9: The Gallup Experience	Day 10: Self-Sustaining Communities
Guiding Questions	<p>What are important events in United States history in 1941 and 1942?</p> <p>What are some important events in <i>Weedflower</i> (up to current reading)?</p>	(See questions from Day 6.)	<p>How does war change communities?</p> <p>What are some features of the Japanese American community before their removal?</p> <p>What are some features of the Japanese American communities after their removal?</p> <p>How did the lives of Japanese Americans change during the war?</p>	<p>How does war change communities?</p> <p>How can war bring out the best in people?</p> <p>How can communities protect the vulnerable even in time of war?</p>	<p>How does war change communities?</p> <p>What actions can families and communities take to be self-sustaining?</p> <p>What actions can families and communities take to conserve resources?</p>
Weedflower Readings	<p>Read Chapters 9–10 (11½ pages)</p> <p>Families sell off their possessions. Community members gather to board buses.</p>	<p>Read Chapters 11–12 (12 pages)</p> <p>Sumiko’s family arrives at the assembly center.</p>	<p>Read Chapters 13–14 (20 pages)</p> <p>Sumiko and her family are taken to Poston. Sumiko meets Mr. Moto.</p>	<p>Read Chapters 15–16. (16½ pages)</p> <p>Sumiko meets Frank, a boy from the reservation.</p>	<p>Read Chapters 17–18 (15 pages)</p> <p>More services are established in Poston and life seems to become more “normal.”</p>
Journal Prompts	<p>What would be the one thing you would take if you and your family were forced to leave your home? Draw a picture of the object and write four to five sentences explaining your choice.</p>		<p>Sumiko is always making lists. Make your own list of the ways Sumiko’s life has changed between the beginning of the story and her arrival at Poston.</p>	<p>Sumiko suddenly had a lot of free time. What do you do when you have a lot of free time?</p>	<p>In what ways is your community self-sustaining?</p> <p>If you needed to, how could you and your family support a war effort?</p>
Social Studies Lessons	<p>Brainstorm for events from <i>Weedflower</i> to include on the Visual Timeline (Part 1).</p>	<p>Construction of Visual Timeline (Part 2) using both events from <i>Weedflower</i> and events from history.</p>	<p>Add information to the Data Retrieval Chart about Sumiko prior to removal, at assembly center, and at Poston.</p>	<p>Introduce the Gallup experience through an article adapted from the <i>Independent</i>.</p>	<p>Analyze two wartime posters regarding conservation and examine a photo of a Manzanar garden.</p>

	Day 11: Map of Confinement Sites	Day 12: Richard Karasawa Interview	Day 13: Santa Fe and George Hoshida	Day 14: Data Retrieval Chart (Part 3)	Day 15: Redress
Guiding Questions	<p>How does war change communities?</p> <p>Why were camps located in the interior of the U.S.?</p> <p>How did communities change during the removal period?</p> <p>How were different family members treated during the days and months after the Pearl Harbor attack?</p>	<p>How does war change communities?</p> <p>How does war change families?</p> <p>How did families adjust to changes caused by removal?</p> <p>What skills and values helped families adjust to changes?</p>	<p>How does war change communities?</p> <p>How does war change families?</p> <p>How do parents demonstrate their love for their children during war?</p>	<p>How does war change communities?</p> <p>What are some features of Japanese American life in Gallup?</p> <p>What are some features of Japanese American life at the Santa Fe Department of Justice camp?</p> <p>How did the lives of Japanese Americans change during World War II?</p> <p>How were non-citizen Japanese Americans treated differently during the war?</p>	<p>How does war change communities?</p> <p>In what ways can a community take responsibility for its actions?</p> <p>How can a community protect the vulnerable even in time of war?</p>
Weedflower Readings	<p>Read Chapter 20 (7 pages), skipping Chapters 19 and 21</p> <p>Rumors about leaving camp start to surface.</p>	<p>Read Chapters 22–23 (14 pages)</p> <p>Sumiko enters Mr. Moto’s garden in a contest. A basketball game is played. School starts.</p>	<p>Read Chapters 25–28 (23½ pages), skipping Chapter 24</p> <p>Frank enters Poston with Sumiko and Tak-Tak, and a fight breaks out. Frank’s brother and Bull finally meet.</p>	<p>Read Chapters 29–31 (20 pages)</p> <p>Bull volunteers to join the all-Nisei combat team, while the “no-no boys” are removed to Tule Lake.</p>	<p>Read Chapters 32–33 (12½ pages)</p> <p>Sumiko prepares to leave camp.</p>
Journal Prompts	<p>Make your own list of the civil rights that you have.</p>	<p>What are the responsibilities you have to a friend?</p> <p>What benefits do you get from a friendship?</p>	<p>Compare and contrast Sumiko’s and Frank’s lives using a Venn diagram. What is the cause of lack of opportunity and rights for both children?</p>	<p>Imagine Sumiko is moving to your neighborhood. What advice would you give her? How would you welcome her to your class? Write a short letter to Sumiko and share your thoughts about a move to your community.</p>	
Social Studies Lessons	<p>Use a map to locate the confinement sites mentioned in <i>Weedflower</i>.</p>	<p>View the Karasawa video interview.</p>	<p>Introduce George Hoshida drawings and biography.</p> <p>Revisit map from Day 11.</p>	<p>Add information about Gallup and Santa Fe Department of Justice camp to the Data Retrieval Chart.</p>	<p>Read and discuss the Civil Liberties Act of 1988.</p> <p>Complete the final assessment.</p>