

U.S. History Week 1: April 6th-April 10th

Big Idea: National Security vs. Civil Liberties

Big Questions: *Why were Japanese-Americans interned during World War II? Do you feel it was justified? Why/why not? National Security or Civil Liberties: Which is more important?*



This week we will learn about:

Causes and effects of Japanese-American Internment during WWII

Background:

In times of crisis, our country has often had to choose between civil liberties and the needs of national security. Most of you* know that the Japanese bombing of Pearl Harbor propelled the United States to enter World War II.

**You SHOULD have read the assigned textbook chapters from March 16-20...if not, go back and read them so you have some more background knowledge on how the US entered into WWII.*

Almost immediately following Pearl Harbor, hundreds of thousands of American-born citizens of Japanese ancestry were forced to relocate to concentration camps along the American interior. While the stance of the government was that such "relocations" were necessary for the safety of all Americans, others claim Japanese-American internment was purely an issue of race and that the forced internment unconstitutionally violated their civil liberties as American citizens. To this day, historians argue over the real motives for the internment.

What do YOU think? As you read the texts for this week, try to answer the framing question: Why were Japanese-Americans interned during World War II? Do you feel it was justified? Why/why not? National Security or Civil Liberties: Which is more important?

YOUR TASK THIS WEEK: 2 Parts...

PART I: Complete the following 3 Assignments. These lessons are for the whole week and intended to be accessed in this order so that you can answer the reflection questions in Part II.

- **Lesson 1: Overview reading of Japanese Internment**

- o To build background knowledge, please read:
<https://www.smithsonianmag.com/history/injustice-japanese-americans-internment-camps-resonates-strongly-180961422/>
- **Lesson 2: Document Analysis of Government Japanese Internment**
 - o Read through all 5 documents (A-E) and assess your understanding by filling out the graphic organizer at the end.
 - o Documents and graphic organizer can be found here:
https://docs.google.com/document/d/1enBikt_gRfB9q2k2I_H1CJKDbuOdDBkxYWs0zBdLHzA/edit?usp=sharing
- **Lesson 3: View George Takei's Ted Talk**
 - o **The link to view here:**
https://www.ted.com/talks/george_takei_why_i_love_a_country_that_once_betrayed_me?language=en
 - As you watch, **think** about these guiding questions: *How does Takei understand democracy? How does he understand patriotism? How does this connect with your definition of these terms?*

PART II: Journal Response DUE by 5pm Friday, April 10th

Directions: Each week, you will write a thoughtful journal response that **SYNTHESIZES** all the readings/assignments from the week. I suggest you answer all the questions on your own document and then when you are finished, you can either:

1) upload your document via the assignment on Canvas

OR

2) copy and paste your response directly into the assignment on Canvas.

Week 1 Journal Reflection (respond on Canvas)

- From Lesson 2, which of the documents did you find the most credible? Why? Based on the documents and your knowledge of U.S. History, why do you think Japanese-Americans were interned during World War II? Do you feel it was justified? Why/why not?
- National Security vs. Civil Liberties: Which do you feel is more important? Explain.
- How does Takei understand democracy? How does he understand patriotism? How does this connect with your definition of these terms?

NOTES FROM WARSAW:

I know Canvas is new to most of us, and I understand that issues may arise when learning how to turn things in via Canvas. If anything comes up, please email me and let me know asap: sarah.warsaw@bend.k12.or.us