

Defining moments

from the past with lessons for a post-9/11 world...

Lesson Plan Extension Ideas

Following are other activities that students might complete to gain further understanding of the concepts and events encountered in *Defining Moments*.

SUPREME COURT AND U.S. CONSTITUTION

Examine the Supreme Court cases that were heard concerning the Japanese American Internment. Explore the cases in light of the “equal protection” clause of the 14th amendment, strict constructionism, and the “due process” clause of 5th amendment.

Examine dissents in other famous Supreme Court cases including *Roe v. Wade*, *Bush v. Gore*, *Plessy v. Ferguson*, and *Miranda v. Arizona*.

MASS MEDIA INTERPRETATIONS

Watch key segments of the movies *Pearl* and *Snow Falling On Cedars*. Explain how the stories, characters, actions and portrayals of each film relate to the events involved in the Japanese Internment and the Korematsu case.

RACISM

- Compare the treatment of the Japanese Americans with that of German Americans and Italian Americans during World War II.
- Compare the removal and relocation of the Japanese Americans with that of Native Americans in the 19th century. (Some Japanese Americans were housed on former Native American reservations.)
- Compare the segregation of minority groups in the military throughout the history of the United States, including African Americans in the Civil War, Japanese units in World War II, women in combat in the contemporary military.
- Compare the reparations given to the Japanese Americans to those given to or requested by other groups, such as Native Americans or the descendants of slaves. What other groups might request reparations? What constitutes a fair reparation?

IMMIGRANT GROUPS

Examine the successes and problems faced by other immigrant groups, ranging from the early colonists to the European groups of the nineteenth century, to the Hispanic, African and Southern Asian groups of the twentieth century.

U.S. GEOGRAPHY

Map the locations of the Japanese Internment relocation centers, noting mileages and climates. Have students speculate on the locations chosen and describe how the relocation might have affected the Japanese Americans as they attempted to adapt to their new location.

HOMELAND SECURITY

Compare and contrast the decisions made and measures taken to protect the United States after the attack on Pearl Harbor with those taken after the September 11, 2001, terrorist attacks. Include racial profiling, privacy concerns, public reactions, etc.

NOTABLE MICHIGAN STATESMEN

Identify and explore famous Michigan residents who became national figures.

LINKS TO RELEVANT ONLINE RESOURCES

8TH GRADE JAPANESE INTERNMENT LESSON PLAN

<http://www.ehhs.cmich.edu/~dnewby/chinainter.html>

JAPANESE AMERICANS AND THE U.S. CONSTITUTION

<http://americanhistory.si.edu/perfectunion/experience/index.html>

LIBRARY OF CONGRESS JAPANESE AMERICAN INTERNMENT PRIMARY SOURCE SET

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/>