

Defining moments

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

Lesson One Framing the Problem

Overview/Objectives

Students will:

- Understand that there are various ways to frame a problem.
- Understand that several people may look at the same problem; the same set of data, and frame the problem in different ways.
- Understand the way that a problem is framed suggests the solution to the problem.

Benchmarks Targeted

SOC.I.3.HS.2

SOC.I.3.HS.1

SOC.I.4.HS.1

SOC.I.4.HS.4

Procedure

After students have watched the video and researched the Japanese American internment, have them work in groups to complete the Problem Framing Grid (attached). Students first must determine who the interested parties would have been, e.g., California Congressmen, United States military commanders, citizens on the West Coast, Japanese Americans, California vegetable growers, etc. These are entered in the first column of the grid. Next, they should determine the way in which each group might have framed the “problem” of wartime security on the west coast. For example, the United States military might have framed it as, “The problem is that the west coast of the United States faces a direct hit from the Japanese army.” These are entered in the appropriate column. Next, have students generate evidence for the way they framed the problem for each group. For example, they might use the sightings of weather balloons along the west coast to justify the military’s framing. Finally, students should generate possible solutions suggested by the way the problems were framed.

Have students examine their grids and respond to questions like:

- To what degree do the solutions suggested differ from each other?
- How would someone from the other group’s row respond to the solutions suggested?
- What if the solution is imposed, but the problem has not been framed correctly?
- What are some “unintended consequences” that might arise from each solution?
- How does each solution correlate with core democratic values?

Resources

Here are some Web sites to start research with:

CITY OF SAN FRANCISCO MUSEUM EXHIBIT

<http://www.sfmuseum.org/war/evactxt.html>

NAVAL HISTORY AND HERITAGE PEARL HARBOR OVERVIEW

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm>

RELOCATION CENTERS FOR JAPANESE: WAR RELOCATION AUTHORITY PUBLICATION

<http://www.lib.washington.edu/exhibits/harmony/Documents/wrapam.html>

SUPREME COURT CASE DOCUMENTS- KOREMATSU V. UNITED STATES

[http://www2.law.cornell.edu/cgi-bin/foliocgi.exe/historic/query=%5BGroup+323+U.S.+214:%5D\(%5BLevel+Case+Citation:%5D%7C%5BGroup+citemenu:%5D\)/doc/%7B@1%7D/hit_headings/words=4/hits_only](http://www2.law.cornell.edu/cgi-bin/foliocgi.exe/historic/query=%5BGroup+323+U.S.+214:%5D(%5BLevel+Case+Citation:%5D%7C%5BGroup+citemenu:%5D)/doc/%7B@1%7D/hit_headings/words=4/hits_only)

PROBLEM FRAMING COMPARISONS

Interested Party	Problem Framed As ("The problem is ...")	Evidence	Evidence	Policy Suggestion