

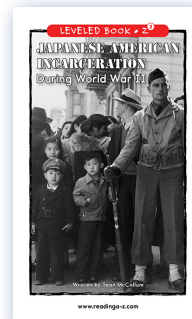
Focus Question:

What lessons can people today learn from the historical events presented in this book?

Book Summary

Text Type: Nonfiction/Informational

With the bombing of Pearl Harbor by the Japanese in 1941, prejudice toward Japanese Americans erupted in the United States, leading to the incarceration of thousands of Japanese American citizens. *Japanese American Incarceration During World War II* is a powerful and important text that will help students understand the causes and implications of the imprisonment of a group of people on the basis of fear and prejudice. It encourages readers not to repeat the mistakes of history. The book can also be used to teach students how to make inferences and draw conclusions while reading.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand a text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by graphics
- ☐ Recognize and use proper nouns as names of places
- ☐ Identify and use prefixes *dis-*, *mis-*, and *un-* to change the meaning of words

Materials

- ☐ Book: *Japanese American Incarceration During World War II* (copy for each student)
- ☐ Make inferences / draw conclusions, proper nouns: names of places, prefixes worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *detained* (v.), *evacuation* (n.), *hysteria* (n.), *incarceration camps* (n.), *injustice* (n.), *prejudice* (n.)

Enrichment: *ancestral* (adj.), *barracks* (n.), *exclusion* (n.), *first-generation* (adj.), *martial law* (n.), *opportunists* (n.)

- **Academic vocabulary:** *bias* (n.), *despite* (prep.), *distribute* (v.), *legal* (adj.), *potential* (adj.), *principle* (n.)

Guiding the Reading

Before Reading

Build Background

- Create a KWLS chart on the board. Review or explain that the *K* stands for knowledge we already know about a topic, the *W* stands for what we want to know about that topic, the *L* stands for knowledge we learn about the topic by reading the text, and the *S* stands for the questions we still have about the topic once we are done reading.
- Ask students what they already know about World War II. Have students work in groups to list the causes of World War II and discuss the impact of the war on the United States. Invite volunteers to share their ideas with the class. Use the information shared to fill in the *K* column of the class KWLS chart.

Introduce the Book

- Give students their copy of *Japanese American Incarceration During World War II*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that asking and answering questions while reading can help readers better understand and remember information in a book. Direct students' attention back to the KWLS chart on the board. Point out that a KWLS chart is a tool that can be used to ask and answer questions while reading. Review with students the information already in the chart. Have students work with a partner to flip through the book and generate five questions they would like answered about Japanese incarceration during World War II. Invite volunteers to share their questions with the class, and write these questions in the *W* column of the KWLS chart.

Guiding the Reading (cont.)

Explain to students that they will be looking for the answers to these questions while reading and that the answers will go in the *L* column of the KWLS chart.

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that not all information in a book is directly stated. Discuss how sometimes readers need to make inferences and draw conclusions while reading. Point out that an *inference* is a conclusion drawn by readers connecting clues in the text to information they already know. Explain that making inferences during reading allows readers to understand ideas in a text on a deeper level.
- Ask students to turn to the table of contents on page 3. Point out the section “War Hysteria.” Explain that this title points to the fact that people were in a panic during the war, and when people feel panicked or fearful, they often make rash and damaging decisions. Point out that on the basis of this information we can infer that actions were taken during this time in history that were not reasonable and were based on fear.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 20. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about the Japanese American incarceration during World War II. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *When was Pearl Harbor attacked?* (level 1) page 4
- *What happened during the attack on Pearl Harbor?* (level 2) pages 4–5
- *Why was a military buildup underway even before the attack on Pearl Harbor?* (level 2) pages 5–6
- *Why was the exclusion order passed, despite the investigation that showed Americans had nothing to fear from ethnic Japanese living in the United States?* (level 2) pages 6–7
- *How did the exclusion order impact Japanese Americans and Japanese immigrants?* (level 3) multiple pages
- *Why did some Japanese American men decide to fight for the United States, even though they had been incarcerated?* (level 1) page 15
- *In what ways was the incarceration of Japanese Americans unconstitutional?* (level 3) multiple pages

Text Features: Sidebars

Have students turn to page 7 and locate the sidebar “Public Opinion.” Point out that the additional text is provided by the author to expand upon and deepen the reader’s understanding of one or more points covered in the main text. Ask a volunteer to explain what information the author is conveying through this sidebar. Point out that such features are often present in nonfiction books. Have students discuss the following questions with a partner: *Why did the author include these newspaper excerpts about the Pearl Harbor attack? How do these excerpts help deepen your understanding of the prejudice against Japanese Americans? How do think Japanese Americans felt when they read these newspaper articles?* Have students share their discussions with the class. Invite students to view other sidebars on pages 14 and 18 and discuss in small groups why the author chose to include each one.

Skill Review

- Model for students how you ask and answer questions while reading, using the KWLS chart as a guide. Bring students’ attention back to the questions in the *W* column of the KWLS chart, and ask students if they have any answers to record in the *L* column. Invite volunteers to share their answers with the rest of the class. If there are any unanswered questions, model for students how to move them to the *S* column of the KWLS chart, and then have students generate more questions they still have about this topic.
- Have students work in groups to periodically review the details they have read and discuss the inferences they have made. Have groups discuss why Daniel Inouye and his father knew that their lives were forever changed after the bombing of Pearl Harbor.
- Model making inferences and drawing conclusions. **Think-aloud:** *As I read the first section of the book about Daniel’s experience during the bombing of Pearl Harbor, I consider how he knew that his life*

Guiding the Reading (cont.)

was forever changed when he saw that Japan was behind the attack. Daniel was of Japanese descent and was alive during a time when the United States was living in great fear about both the war in Europe and the growing power of Japan. On the basis of these details, I can infer that Daniel was aware that the discrimination against Japanese Americans would only get worse after the bombings, which is how he knew his life would never be the same.

- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the book and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss the inferences with a partner to determine their deeper meaning.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but sample responses may include the following: *People can learn that discriminating against or incarcerating people on the basis of their race and culture is unconstitutional. We can also learn that collective fear and hysteria can lead to irrational decision making.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics:

Proper nouns: Names of places

- Review or explain that a *noun* is a word that names a person, place, or thing. Write the following

sentence on the board: *Daniel's father had come from Japan at the age of three, but Daniel had been born in Hawaii.* Circle the words *Japan* and *Hawaii*, and ask students why these words are capitalized. Explain or review that these are examples of proper nouns, and therefore these words are capitalized.

- Write the word *country* on the board. Point out that this is a common noun that names a place. Explain that since it is not a proper noun, it is not capitalized. Have students look in the book for the following proper nouns: *Japan*, *Germany*, *Italy*, and *United States*. Write these words on the board, and have students explain why they are capitalized.
- Remind students not to confuse a proper noun with a capital letter used at the beginning of a sentence or in the title of a section. Point out examples in the book where capital letters are used for something other than a proper noun.
- **Check for understanding:** Have students look through the book to locate proper nouns that name places. Ask them to share with a partner five nouns they found and confirm that each one is a proper noun that names a place.
- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-places worksheet](#). If time allows, discuss their answers.

Word Work: Prefixes *dis-*, *mis-*, *un-*

- Write the following prefixes on the board: *dis-*, *mis-*, and *un-*. Discuss the meaning of each prefix: *dis-* (*apart from*, *not*), *mis-* (*wrong*), *un-* (*not*).
- Have students turn to page 14 and locate the word *disobeying* in the blue box. Ask what this word means (*not following orders*). Have students explain how the meaning of the sentence would be changed if the prefix *dis-* were not a part of the word. Repeat the process with the word *mistreatment* (page 14) and *unwilling* (page 15).
- **Check for understanding:** Write the following words on the board: *noticed*, *informed*, *educated*. Have students identify the meaning of each root word. Then have students add the prefixes *dis-*, *un-*, and *mis-* (*unnoticed*, *misinformed*, *uneducated*). Have students identify how the meaning of each word has changed.
- **Independent practice:** Introduce, explain, and have students complete the [prefixes worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.