



HISTORY *Colorado*

An Educator's Guide to Amache: Japanese Internment During World War II

Amache Unit of Study: Grades 3-8

This multidisciplinary unit of study is designed to complement the History Colorado Center's online exhibit at www.exhibits.historycolorado.org. Students will utilize their reading, writing, geography, and critical thinking skills to deepen their understanding of the events that led up to, enveloped, and followed the internment of Japanese Americans at Amache.

Camp Amache in southeastern Colorado was one of ten War Relocation Authority, or internment, camps where US authorities forced Japanese Americans to live after the bombing of Pearl Harbor. Home to nearly 7,300 internees from 1942 to 1945, Amache now is a National Historic Landmark.

Background Information:

During World War II, 120,000 Japanese and Japanese Americans were forced into internment camps—including one in Colorado called the Granada Relocation Center, or "Amache." Governor Ralph L. Carr took an unpopular stance, inviting Japanese Americans to stay in Colorado after the war and publicly stating his opinion that internment was unconstitutional.

Amache officially closed in October 1945 following the end of World War II. However, for many of the Japanese internees, there was no home to return to. Some chose to stay in Colorado, as they were welcomed by Governor Carr. In 1988, President Ronald Reagan signed the Civil Liberties Act, awarding \$20,000 to every surviving internees and essentially apologizing for the internment process.

The interactive exhibit offered by the History Colorado Center is divided into four sections: Japanese Internment, Life in Amache, Stand for Justice, and After the War. This unit offers five days of lessons: day 1 focuses on pre-assessment and introduction of the topic, and the following four days focus on the four sections of the website.

Essential Understandings:

If we fail to learn from history, we are destined to repeat it.

Certain conditions, beliefs, and prejudice result in some people being treated differently than others and/or prevent people from fighting back.

Writers provide insights into the human experience through literature.

Kindness in the face of adversity exists.

Considering multiple accounts and perspectives is essential to developing a deep understanding.

Skills:

Identify main ideas in nonfiction text.

Respond to and infer details.

Use Internet resources as research tools.

Use informational text and literature as research tools.

Compare information from a variety of sources about the same topic.

Formulate questions about a topic.

Summarize nonfiction text.

Create multimedia presentations showcasing information.

Present information to classmates orally and visually.

Lesson Plans

Activity/Day 1: Introduction to World War II and Amache (no website yet)

**Before introducing your class to the Amache exhibit, we recommend assigning readings to your students about World War II and/or Japanese internment to familiarize them with the historical context of Amache. You can find a list of texts that can help with this purpose at the end of the document.

- 1) Introduce World War II and Amache to your class. Provide historical background about World War II and briefly introduce Amache.
- 2) Show the introductory Amache exhibit video to your class.
- 3) Show your students a map of Colorado that identifies the location of Amache:

Day 4: Persuasive Letter

- 1) Have your students write a persuasive letter to Governor Ralph Carr from the perspective of a young Japanese student at Amache. Have them describe the unfairness of their treatment at the camp and their day-to-day life at Amache.
 - Have computers available for students to pull information from the exhibit.

Day 5: Synthesizing the Amache Experience through Art

Many people at Amache used art to help them get through their internment at Amache. Create a collage of important images, quotes, and responses to Amache events to share with the class at a later date. Use at least three quotes and images from the Amache online exhibit.

- History Colorado will provide images for the students to use on their collages.
- Provide art supplies so students can decorate their collages.
- Have computers available for students to access information from the exhibit.

Culminating Project Possibilities

Online Presentation: Create a digital timeline of Amache from 1942 to 1988. Include important events, people, and your response to the events.

Oral Presentation: Create a speech, a poem, or a song to present important events about Amache.

Writing Prompts

1. In an expository essay, compare and contrast Japanese internment to other examples of unfair practices in history including, but not limited to: Trail of Tears, The Holocaust, Women's Suffrage, the Civil Rights Movement, and Slavery.
2. Pretend you are a journalist for *The Denver Post*. Write a newspaper article about Amache. (Include the five Ws.)
3. Create a series of journal entries from the perspective of a Japanese internee.

Colorado Academic Standards Addressed

Social Studies

1. Use the tools, thinking, and practices of history, geography, economics, and civics to:
 - a. Solve problems, make decisions and analyze issues from multiple perspectives as a responsible member of society
 - b. Read, write, and communicate ideas

History

1. Analyze key historical periods and patterns of change over time within and across nations and cultures.

Geography

1. Examine places and regions and the connections among them.

Civics

1. Analyze the origins, structure, and functions of governments and their impacts on societies and citizens.

Common Core English Language Arts

Listening & Speaking

5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Informational Text

5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Foundations Skills

5.RF.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Digital Resources

http://highered.mcgraw-hill.com/sites/0070364400/student_view0/part_7_mastery_tests2/rapid_reading_passage.html

<http://plainshumanities.unl.edu/encyclopedia/doc/egp.asam.002>

http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/

<http://www.pbs.org/kqed/fillmore/classroom/internment.html>

<http://www.loc.gov/teachers/classroommaterials/lessons/fear/>

<http://amhistory.si.edu/ourstory/activities/internment/>

<http://www.amache.org/>

Related Texts

Best Friends Forever by Beverly Pratt

Baseball Saved Us by Ken Mochizuki

The Bracelet by Yoshiko Uchida

The Children of Topaz: The Story of the Japanese American Internment Camp by Michael O. Tunnell

Farewell to Manzanar by Jeanne Wakatsuki Houston

Flowers from Mariko by Rick Noguchi and Deneen Jenks

I Am an American: A True Story of Japanese Internment by Jerry Stanley

The Invisible Thread: An Autobiography by Yoshiko Uchida

The Moon Bridge by Marcia Savin

So Far from the Sea by Eve Bunting