Title: *In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Center*

Suggested Time: 2 days (45 minutes per day)

Common Core ELA Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6; W.8.2, W.8.4, W.8.9; SL.8.1; L.8.1, L.8.2, L.8.4

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings:

People often bear the burden of blame for things they did not do.

Synopsis:

This is a poem was written in letter format, addressed to the U.S. authorities, in response to Executive Order 9066. Executive Order 9066, dated February 19, 1942, authorized the internment of tens of thousands of American citizens of Japanese ancestry and resident aliens from Japan. The speaker of this poem is a fourteen-year-old girl, who stresses that she is an American and reveals that her best friend, Denise is white. Although Denise now accuses the speaker of starting the war and giving secrets to Japan, the speaker offers Denise tomato seeds to remind her of their friendship.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Who is the author of this poem? | The text states, “A fourteen-year-old girl” who is just like any other American girl. She has bad spelling, a messy room, and loves hot dogs. |
| What is the author’s response to Order 9066? | Her response is compliance, since she knows she has to go. “Of course I’ll come. I’ve packed my galoshes and three packets of tomato seeds.” |
| Why does the author make it a point to describe who she is, what she likes to eat, and who her best friend is? | The author is giving out information about herself in order to sound more American and not like the “enemy”. She wants to stress that she is like every other student in her class, “…with bad spelling, a messy room, not used to using chopsticks, and loves hot dogs…” |
| Why is Denise so upset with the author? | Denise believes that the author is ‘trying to start a war’ and ‘giving away secrets to the Enemy’. |
| Why is the word “Enemy” capitalized on? | The reader can infer that the term “Enemy” is a person or group of people. Denise refers to the “Enemy” as someone/some people that are starting a war and can’t be trusted. |
| What do the tomato seeds represent to the author? | The author first refers to the seeds as “love apples” which tells the reader that the seeds represent love and even hope. The author wants her friend Denise to plant the seeds as a reminder that their friendship is founded on “love” and the growth of them will remind Denise the author is not the “Enemy” and that she will miss their friendship. |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | relocation | descent |
| **Meaning needs to be provided** | galoshes | Executive Order 9066  Enemy |

Culminating Writing Task

* Prompt:
  + *In Response to Executive Order 9066*, the author is being blamed for things she did not do. Explain how the author addresses these accusations. Be sure to use evidence from the text to support your response.

Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

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| ***Evidence***  ***Quote or paraphrase*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| Denise accuses the author of cheating on tests. The author follows this accusation with, “We’re best friends”. | This first accusation is one that the author can just “ignore” because they are best friends. This original accusation is one that sets up the other, more important accusation. |
| The second accusation is that Denise believes the author is “trying to start a war” and “giving secrets away to the Enemy”. The author addresses this accusation by giving “her a packet of tomato seeds and ask[ing] her to plant them for me, [telling] her when the first tomato ripened she’d miss me”. | This second accusation is one of great importance to Order 9066 because it shows the blanket racism that had been placed on the Japanese people. The author responds to this racial accusation by giving her the “seeds of love and hope.” The author wants her friend Denise to plant the seeds as a reminder that their friendship is founded on “love” and the growth of them will remind Denise the author is not the “enemy” and that she will miss their friendship. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

“In Response to Executive Order 9066” shows the response of one American girl of Japanese descent to the accusations placed upon her by her best friend who happens to be a “white girl named Denise”. The author does not respond with anger or hatred, instead she responds to the racist accusations with love and hope.

Denise accuses the author of cheating on tests. The author follows this accusation with, “We’re best friends”. This first accusation is one that the author can just “ignore” because they are best friends. This original accusation is one that sets up the other, more important accusation, and it shows how much love and hope matter to the author.

The second accusation is that Denise believes the author is “trying to start a war” and “giving secrets away to the Enemy” (lines 18-19). The author addresses this accusation by, “giving her a packet of tomato seeds and ask[ing] her to plant them for me, [telling] her when the first tomato ripened she’d miss me”. This second accusation is one of great importance to Order 9066 because it shows the blanket racism that had been placed on the Japanese people. The author responds to this racial accusation by giving her the “seeds of love and hope.” The author wants her friend Denise to plant the seeds as a reminder that their friendship is founded on “love” and the growth of them will remind Denise the author is not the “enemy” and that she will miss their friendship.

Although the accusations Denise places against the author are ones which are founded on hatred and racism, the author repeatedly chooses to respond to them in ways that show love, kindness, and hope are far more important as well as powerful. The author’s love will be represented by the fruit of a plant many times over, whereas the hatred shown by Denise’s judgments will not grow anything but pain.

Additional Tasks

* *Compare this text to “Camp Harmony”. How are the themes similar? How are they different?*
  + (Students should discuss the similarities and differences between these 2 texts and what the people experienced during the Japanese Internment Camps.)
* Look at the painting on titled, “Progress After One Year, the Mess Hall”. How does this painting represent “progress”?
  + (The painting is by Kango Takamura and depicts what an internment camp would look like during a meal time. Students should note that the “progress” isn’t really progress at all. In fact, if “progress” is Japanese Americans lining up outside their mess hall, then we as a nation have a LONG way to go. One might comment on it’s ironic tone.