Unit 4

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

|  |  |
| --- | --- |
| **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. (p. 475, lines 6-8) |
| 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.” (p. 475, lines 2-3) |
| 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…” (p. 475, lines 6-8) |
| Why is Denise so upset with the author in lines 18-19? | Denise believes that the author is ‘trying to start a war’ and ‘giving away secrets to the Enemy’. (p. 475, lines 18-19) |
| Why is the word “Enemy” capitalized on p. 475? | 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. (p. 475, line 19) |
| What do the tomato seeds represent to the author? | The author first refers to the seeds as “love apples” (line 4) 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. (p. 475, lines 23-24) |

Tier II/Academic Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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** | Page 475 - relocation | Page 475 - descent |
| **Meaning needs to be provided** | Page 475 - galoshes | Page 475 – Executive Order 9066  Page 475 - 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.

|  |  |  |
| --- | --- | --- |
| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| On line 14, Denise accuses the author of cheating on tests. The author follows this accusation with, “We’re best friends” (line 15). | 475 | 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” (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” (lines 21-24). | 475 | 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. (p. 475, lines 23-24) |

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” (line 10). The author does not respond with anger or hatred, instead she responds to the racist accusations with love and hope.

On line 14, Denise accuses the author of cheating on tests. The author follows this accusation with, “We’re best friends” (line 15). 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” (lines 21-24). 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. (p. 475, lines 23-24)

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 p. 476 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.

Note to Teacher

* Page 468 provides context for the poem. Consider whether reading this before or after reading the poem would be best for your students (i.e. Will your students be able to grapple with and understand the text without this context?).

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.