

Lessons 9-10: Conclusion and Student Project Gallery Tour

OVERVIEW

These lessons will allow students to share projects with other students and draw conclusions related to the unit's essential and guiding questions.

OBJECTIVES

Students will complete work on a culminating project that demonstrates their mastery of the essential and guiding questions of the unit.

GUIDING QUESTIONS

What happened to Japanese Americans during World War II?

How did the geography of the Delta differ from that of the West Coast?

How did Japanese Americans impact the landscape at Rohwer and Jerome?

FRAMEWORKS

TCC 1.2, 1.4

PPE 1.2, 1.3, 1.4, 1.6, 1.7, 1.8

PAG 1.1, 1.3, 1.4, 1.5, 1.8, 1.9

SSPS 1.1, 2.1

MATERIALS

Space to exhibit student projects and paper for “gallery tour” comments

“Four Freedoms” chart (1 copy per student)

Documentary video *Time of Fear* and television/VCR

OPENING

Ask the class the essential questions for the unit: “How did the geography of the Arkansas Delta shape the Japanese American experience in World War II?” Write their answers on chart paper, board or overhead transparency. Tell the students that they will now see individuals’ projects, which illustrate different answers to the essential question.

ACTIVITIES

Day 9: Students have time in class to finalize work on their projects.

Day 10: Students present projects to their peers or students participate in a “gallery tour”.

Gallery Tour Activity: Move the desks to the outside edges of the classroom. On each desk or table, have students place their projects. Next to each project, place several sheets of paper labeled “comment form”. Have students stand in front of their projects, holding only a pen or pencil with which to write. Then, have students rotate clockwise to the next project. They should spend the next 3-5 minutes silently looking through a classmate’s project. While looking through the project, they should write at least three comments on the comment form. Suggested responses might include, “The thing I liked most about your project was....”;

“Something you might do to make your project even better would be....”; “One thing I found interesting was...”. After the allotted time has passed, have students rotate to another project. At the end of the period, collect the comment forms. Students can receive a participation grade for their comments. After you review the comments, return them to students along with their projects.

CLOSING

Show the conclusion of the documentary video *Time of Fear* from 52:45-55:00. This section discusses the government redress and reparations, culminating in the 1988 Civil Liberties Act.

Using the “Four Freedoms” graphic organizer, have students list each of the four freedoms and explain how each freedom was guaranteed and/or *not* guaranteed to the Japanese Americans during World War II. Students should draw these conclusions upon what they have learned from this unit. It should be noted that while the Japanese Americans were allowed freedom of religion in the camps, they were nonetheless incarcerated behind barbed wire.

“FOUR FREEDOMS” FOR JAPANESE AMERICANS DURING WWII

THE FOUR FREEDOMS	GIVE EXAMPLES OF HOW THIS FREEDOM WAS <i>GUARANTEED</i> FOR JAPANANESE AMERICANS	GIVE EXAMPLES of HOW THIS FREEDOM WAS <i>NOT GUARANTEED</i> FOR JAPANANESE AMERICANS
1.		
2.		
3.		
4.		