

Academic content standard(s)

Rhode Island Grade Span Expectations (GSEs) for Civics & Government and Historical Perspectives

HP 1: History is an account of human activities that is interpretive in nature.

Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by:

- a. Formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources.
- b. Identifying, describing, or analyzing multiple perspectives on an historical trend or event.

Students interpret history as a series of connected events with multiple cause-effect relationships, by:

- a. Explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events.

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

Students chronicle events and conditions by:

- a. Creating narratives based on a particular historical point of view.
- b. Synthesizing information from multiple sources to formulate an historical interpretation.

Big Idea

History is a collection of accounts of human experiences that is interpretive in nature. Therefore, historians use specific strategies (gathering evidence from multiple sources, analyzing sources, corroborating evidence, framing historical context, understanding causal relationships) to determine the historical truth and significance of these accounts.

Learning Goals

Students will be able to:

- Research a variety of historical primary sources on the Japanese-American experience during internment from 1942 - 1946
- Understand the chronicle of events that led up to the internment of Japanese-Americans in 1942 and demonstrate the causal relationships among these events
- Analyze multiple perspectives on the experiences of Japanese-Americans during internment and interpret the significance of these experiences
- Demonstrate understanding of a particular historical point of view through evidence and details from primary sources

Success Criteria

I can:

- Locate primary sources (both print and non- print) on Japanese-American Internment during WWII
- Create a timeline summarizing the history of Japanese-American Internment and highlighting the causes for internment
- Categorize and compare the different experiences and perspectives of Japanese Americans evident in primary sources and state the significance of their experiences to our history
- Create a series of letters in narrative form to show the historical point of view of an individual from this time period using primary source evidence to support the narrative

Misconceptions students are likely to have about this topic:

- Difficulty summarizing historical data in order to draw causal connections between events
- Difficulty organizing and analyzing information from primary sources and evaluating information in terms of evidence or relevance
- Adopting a point of view based solely on primary historical sources



Considerations for Diverse Learners

Recently arrived ELLs have not had all the American History or even the same World History as their American classmates. In addition to the language barrier, they will be dealing little prior knowledge or perhaps different prior knowledge of the historical concepts and related background.