



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity I: So Far From the Sea

How does war affect our lives?

Objective:

Students are introduced to the internment of Japanese Americans during World War II.

Procedure:

- ✓ Read the book *So Far from the Sea* to the class.
- ✓ Discuss the following questions as a class:

What did Laura and Thomas learn about their identity? What objects did they find? What did the objects tell them about their identity?

How did Laura and Thomas' identity as Japanese Americans shape their life experiences? How did it shape the experiences of their parents or grandparents? Explain.

How did Laura and Thomas' parents explain the bombing of Pearl Harbor?

How did their parents explain why Japanese Americans had to go to the camps?

- ✓ Ask your students how war affects their lives. Bring in examples of how war affects your local area and the nation, both historically and currently. Examples:
 - newspaper clippings*
 - news broadcasts*
 - books*
 - objects*
 - a guest speaker such as a war veteran.*



Grade Level: 4th
Time: 90 minutes
Materials:
So Far From the Sea by Eve Bunting, Sources on war (newspaper clippings, news broadcasts, books, speaker, etc.)

Concepts Covered:

- Begin** to understand how war affects people's lives.
- Relate** modern wars with World War II.
- Gather** information from a variety of sources including primary sources.

CDE Standards:

- 4th Grade**
English/Language Arts:
 Listening & Speaking
 2.3
- History/Social Science**
 4.4.4 4.4.5 4.5.1 4.5.3



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 2: War

How does war affect our lives?

Objective:

Students explore the concept of war.

Procedure:

- Using the topic of war, have students create a cluster. Have them draw a circle in the center of their journal page and write “war” in the middle of it. Then have them brainstorm as many words related to the topic they can, writing the words on rays drawn out from the center circle to complete an unorganized cluster.



Japanese Aerial Photograph of the Attack on Pearl Harbor, Hawaii, December 7, 1941
U.S. Navy Photographic Collections

- Have students share brainstormed words with the class. Write responses on the board.
- Discuss the similarities and differences of the words shared.
- Briefly discuss social and political issues and world events prior to the United States entering World War II, such as immigration laws, racism and war in Europe and Asia.

Assessment:

- Students brainstorm war-related words and journal their thoughts.
- Participation in classroom discussion on war related words.

Extension:

- Have your students bring a toy to class that represents fighting or violence and discuss it. Examples: a tank, action figure, plane, etc.

Grade Level: 4th
Time: 20 minutes
Materials:
Student journals

Concepts Covered:

Demonstrate knowledge of content topics using cluster diagrams.

CDE Standards:

4th Grade

History/Social Science
4.4.5



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 3: Introducing War Hysteria

How does war affect our lives?

Objective:

Students learn about the events that led to internment.

Procedure:

- ✓ Distribute President Franklin Roosevelt’s speech, “A Date Which Will Live in Infamy”, and/or play a recording of the speech for the entire class. Available on the internet including on the National Archives website: <http://www.archives.gov/education/lessons/day-of-infamy/>
- ✓ Ask students to reflect on FDR’s speech. What did the speech mean?
- ✓ Discuss the following questions with your class:
 - How is war part of America’s identity?*
 - How does war affect people’s lives?*
- ✓ Discuss fear and address your students’ fears.
- ✓ Discuss the effects that Pearl Harbor had on Japanese Americans by exploring the Densho website (www.densho.org). Project this website for the class to listen to and see the interviews. The interviews can be found under the Archive section, Topics, Pearl Harbor and Aftermath, Personal Recollections. Select any Pearl Harbor recollection to hear personal perspectives describing Japanese Americans’ feelings when they heard of the attack.
- ✓ Post the evacuation poster for the classroom to see how World War II affected Japanese Americans living on the West Coast in 1942. Discuss the words used on the poster such as:
 - Alien and non-alien*
 - Evacuated*
- ✓ Share Hikoji Takeuchi’s ID tag with your students. Distribute blank ID tags (located in the Lesson 3 Activity 3 Resources) for your students to create their own ID tags with a short description of themselves on the back.

Grade Level: 4th

Time: 45 minutes

Materials:

Evacuation Poster
FDR’s speech, “A Date Which Will Live in Infamy”
Student Journals
ID Tags
Densho member login
Internet access

Concepts Covered:

Relate primary source material from a historical period to present day.

Compare & contrast information from primary sources.

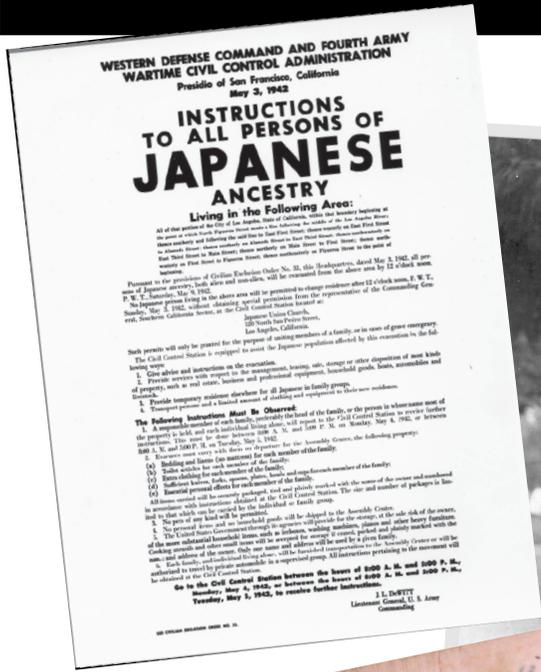
CDE Standards:

4th Grade

History/Social Science
4.4.5



Activity 3: **Introducing War Hysteria**
How does war affect our lives?



Mochida Family Awaiting Evacuation, Dorothea Lange 1942



Procedure (continued):

- Ask your students to imagine what “evacuation” would be like. Use the statement below to help your students imagine the situation:

Japanese Americans who were interned at Manzanar brought only what they could carry. They weren’t allowed to bring their pets. Imagine you are given 7 days to move from your home. What items would you need for an unknown place? Please choose 10 items that you would take with you. Remember you only have 2 suitcases for everything, so choose what you feel would be the most important. Make sure you can carry them!

- Have your students close their eyes to visualize their bedroom and all the items in it. Ask them to choose the ten items that they would pack and have them write their answers in their journal. Point out the section on the evacuation poster which suggests the property to be packed. Ask your students if their list would change based on what the poster suggests.

Assessment:

- Participation in classroom discussion.
- Completed journal assignment.

Extension:

- Have your students create a collage for one of two subjects:
What does war and peace mean to you?
What 10 items would you pack if you were forced to leave your home?
- Listen to other presidential war speeches like President George W. Bush’s speech after September 11, 2001.



Activity 3: Introducing War Hysteria

ID Tags

Cut and distribute one tag to each student. Have the students write a brief description of themselves on the back of their tags. *Option: Attach strings to the tags so students may tie the tags to their clothing.*

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
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Activity 4: **KWL**
How does war affect our lives?

Objective:

Students reflect on what they learned.

Procedure:

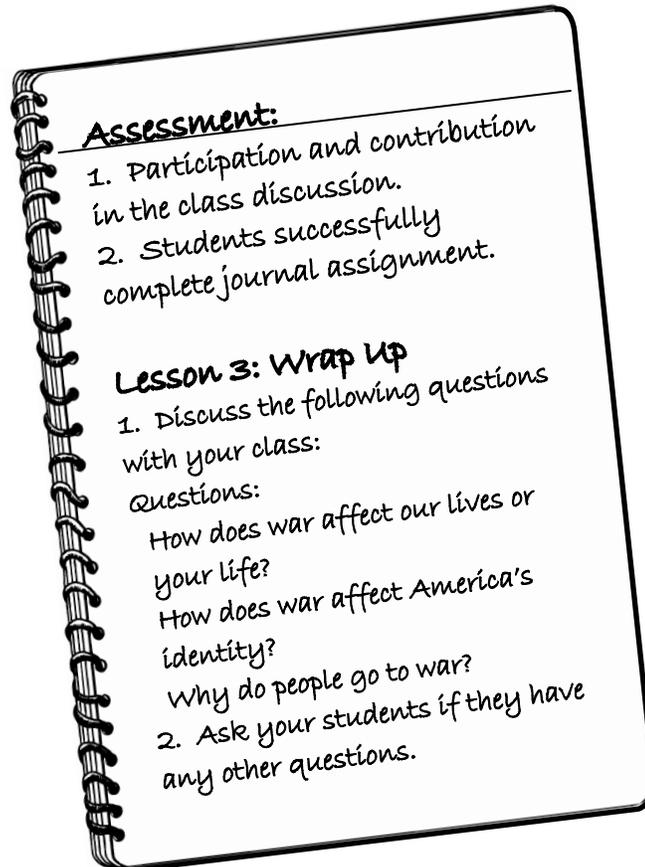
- ✓ Ask students to journal and answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What did you **know** about war?
 What did you **know** about war's effect on America's identity?

What did you **want** to learn about war?
 What did you **want** to learn about war in your community?

What did you **learn** about war?
 What did you **learn** about war's effect on America's identity?

- ✓ This information is shared with the entire class.



Grade Level: 4th
Time: 20 minutes
Materials:
 Student journal
 KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

4th Grade

English/Language Arts:

Writing

2.3.a 2.3.b

Reading

2.3 2.4 2.5

History/Social Science

4.4.5 4.4.6