



Lesson 4: Internment Experiences

How Does My Identity Shape My Experience in America?

Activity 1: Remembering Manzanar

How did the identities of Japanese Americans shape their internment experiences?

Objective:

Students formulate a better understanding of Japanese American internment and reflect on what they learned .



Dusty street scene, Manzanar. Clem Albers, 1942

Procedure:

- ✓ Hand out the *Remembering Manzanar* Discussion Questions worksheet (located in the Lesson 4 Activity 1 Resources section).
- ✓ Watch *Remembering Manzanar* DVD (22-minutes).
- ✓ Discuss questions as a class and/or break into groups for discussion, then report findings to the class.

Assessment:

1. Involvement in class discussion.
2. Groups working collectively.
3. Evaluate quality of shared material during class discussions.

Extension:

1. For more detailed lesson plans about Civil Rights, reference the *Densho* CD.
2. Read the book: **Remembering Manzanar** by Michael Cooper, **A Place Where Sunflowers Grow** by Ami Lee-Tai, **The Bracelet** by Yoshiko Uchida or **Dear Miss Breed** by Joanne Oppenheim. All of these titles and more are located in the bibliography.
3. Refer to education DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire**, "Events and Experiences."
4. Alternative film suggestion: **Day of Independence**.

Grade Level: 10 & 11

Time: 60 minutes

Materials:

Remembering Manzanar
DVD

Remembering Manzanar
Discussion Questions
worksheet

Concepts Covered:

Compare & contrast

information from primary sources.

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

CDE Standards:

10th Grade
English/Language Arts
Listening & Speaking
1.1
History/Social Science
10.8.6

11th Grade
English/Language Arts
Listening & Speaking
1.3 2.2
History/Social Science
11.7.3 11.7.5



Activity 1: **Remembering Manzanar**

Remembering Manzanar Discussion Questions

After watching the film *Remembering Manzanar*, use what you have learned to answer the following questions.

1. What did you learn about the Japanese immigrant experience? How were people's identities affected by this experience? How does it compare with your family's experience?
2. How did the U. S. government's and media's use of propaganda fuel the growing fear and hysteria and affect Japanese Americans?
3. What does "shikata ga nai" mean? What does it mean to you?
Is there a phrase or word in American culture that means the same thing?
4. What lessons can we learn from the U.S. government's internment of Japanese Americans and others?
How are these lessons relevant today?