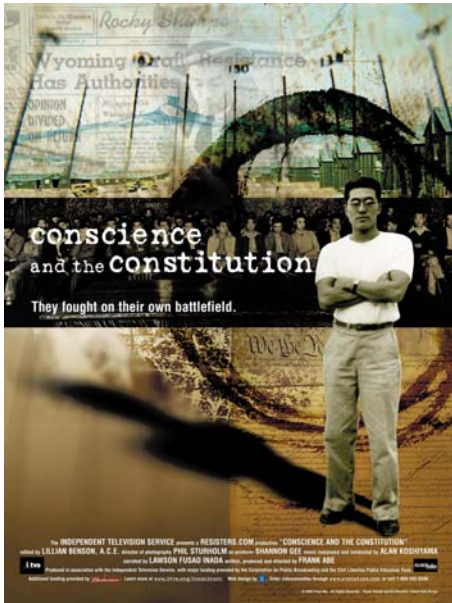


Conscience and the Constitution

Teacher Guide



These lesson plans extend and reinforce the concepts presented in the **Conscience and the Constitution** video and related PBS Online Web site. Each lesson can be used in conjunction with the others, adapted as a stand-alone lesson, or blended into existing curricula. The six lessons: *Finding Your Opinion*; *Rights of Citizens*; *Looking "Different"*; *Compliance*; *Resistance* and *Who Writes History* are written for middle and high school level instruction in U.S. history, civics, government, and other social sciences. Alignments to McREL (*Mid-Continent Research for Education and Learning*) and Washington State Essential Academic Learning Requirements (*EALR*) follow each lesson.

Each lesson is tied to specific scenes and quotes from **Conscience and the Constitution**. Time codes are given for start and stop points in the video; however, individual VCRs differ, so if possible preview the tape. You can also store time code start and stop points in the memory of newer remotes. It is also possible to view the entire program once through with your students, and then go back to select specific spots to pause the tape for discussion.

Conscience and the Constitution may be recorded off-air and used in for a period of one year following broadcast. To purchase videos, contact Transit Media at 1-800-343-5540 or visit www.resisters.com. The PBS Online site is www.pbs.org/conscience.

Teacher Guide developed by Ti Locke, KCTS Learning Services.

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LESSON 1: FINDING YOUR OPINION

This introductory lesson is targeted for grades 8-11 and will familiarize students with the concepts of (1) making decisions as an individual and in a group; (2) open discussion/dissent/protest; (3) voting; and (4) majority rule/leadership voice.

Materials: magazines/catalogs/newspapers with pictures of clothing, scissors, glue, tape.

Procedure: several days before working with *Conscience and the Constitution*, ask students to split into groups--they have 15-30 minutes to pick photos to create the ensemble that they would NEVER wear and the ensemble they would wear. Students can create ensembles as a group, as a team, as individuals--whatever works for them to get the work done in the time allotted. (NOTE: Teachers may wish to sort through the print materials first to make sure images are appropriate for their students. Teachers could also "pre-select" images and create packets.)

Put all the "I want to wear this..." images on one wall and all the "I would never wear this..." images on another wall. Take a few minutes to discuss each group of images and let students state their opinions on why one outfit is more desirable than another. After discussion, ask students to vote on which two or three outfits in each group are their "favorites".

Acknowledge each student's approach to the exercise (good large team worker, good partner, good at working independently) and ask them to name some of the skills they used in doing the exercise. (Decision making, compromise, voting, etc.)

If possible, keep all the outfits students have created up on the wall or otherwise in view while working on the viewing exercises. Students may take down their pictures or bring in others later--if this happens, make a note and add to future discussion as example of evolving opinion and thought.

CURRICULUM and STANDARDS ALIGNMENTS for *FINDING YOUR OPINION*

McREL: ¹ WORKING WITH OTHERS STANDARDS ²	WASHINGTON STATE ESSENTIAL LEARNINGS: COMMUNICATION
<p><i>Standard 1: Contributes to the overall effort of a group</i></p> <ol style="list-style-type: none"> 1. Challenges practices in a group that are not working . 2. Demonstrates respect for others in the group. 3. Identifies and uses the strengths of others . 4. Takes initiative when needed. 5. Identifies and deals with causes of conflict in a group. 6. Helps the group establish goals. 7. Engages in active listening. 8. Takes the initiative in interacting with others. 9. Evaluates the overall progress of a group toward a goal. 10. Keeps requests simple. 11. Contributes to the development of a supportive climate in groups. 	<ol style="list-style-type: none"> 1. The student uses listening and observation skills to gain understanding. 2. The student communicates ideas clearly and effectively. 3. The student uses communication strategies and skills to work effectively with others. 4. The student analyzes and evaluates the effectiveness of formal and informal communication.

¹ Mid-Continent Research for Education and Learning

² <http://www.mcrel.org/compendium/Standard.asp?SubjectID=22>



LESSON 2: RIGHTS OF CITIZENS

This introductory lesson is targeted for grades 6-11 and is designed to re-familiarize students with defining the rights of United States citizens and clarify what is a "right", as defined by law, and what are privileges or benefits. Students should already have knowledge of the Constitution and Bill of Rights.

Procedure

What determines who and who is not a US citizen ? (AMENDMENT XIV). Ask students to list what they feel are the rights of citizens--put all responses on the board. How are the rights of citizens determined?

After discussion, look over the list of "rights" on the board and ask students which of the items above are rights--as guaranteed by law--and which are privileges or benefits?

SAMPLE LIST

Health care	Food	Shelter
Clothing	Social Security	School, job
Say whatever you want	Voting	Protest, riot
Gun possession	Trial, lawyer	Income tax
Voting and voting age	Aryan Nation parade	

Extension

The differences between a "law", and a "right" are not always clear. When many students hear the word "rights", they think of the Miranda Warning. Ask students if they can finish this statement--"You have the right...". (Most students can paraphrase the Miranda Warning.)

The Miranda Warning

You have the right to remain silent.

Anything you say can and will be used against you in a court of law.

You have the right to speak to an attorney, and to have an attorney present during any questioning.

If you cannot afford a lawyer, one will be provided for you at government expense.

Ask students: is the Miranda Warning a law? Is an arrest illegal if the police neglect to read the Miranda rights to the suspect?

Many people think the Miranda Warning is a law and is mandatory. However, police must recite Miranda rights only when they are about to interrogate a suspect. Miranda rights are protection against self-incrimination only, not against being arrested. You always have the right to refuse to answer any questions, as guaranteed by the fifth amendment.

(<http://www.courttv.com/legalhelp/lawguide/criminal/91.html>)

CURRICULUM and STANDARDS ALIGNMENTS for *RIGHTS OF CITIZENS*

McREL	WASHINGTON STATE ESSENTIAL LEARNINGS
<p>Civics³ Standards</p> <p><i>What is Government and What Should it Do?</i> STANDARD 3: understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good</p> <p><u>Level 3 (Grade 6-8)</u> 1. Understands the difference between the "rule of law" and the "rule of men"</p> <p>2. Understands how and why the rule of law can be used to restrict the actions of private citizens and government officials</p> <p><i>What are the Roles of the Citizen in American Democracy?</i> STANDARD 25: understands issues regarding personal, political, and economic rights</p> <p>1. Knows what constitutes personal rights (e.g., freedom of conscience...to live where one chooses, to travel freely...)</p> <p><u>Level 3 (Grade 6-8)</u> 3. Knows what constitutes political rights (e.g., the right to vote, petition, assembly, freedom of press), and knows the major documentary sources of political rights...</p> <p>4. Understands the importance to individuals and society of such political rights as...freedom of speech, press, assembly, and petition</p>	<p>Social Studies: Civics</p> <p>4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement. To meet this standard, the student will:</p> <p>4.1--understand individual rights and their accompanying responsibilities including responsibility in problem solving and decision making at the local, state, national, and international level; 4.2--identify and demonstrate rights of U.S. citizenship related to school, local, state, national, and international issues 4.3--explain how citizen participation influences public policy</p> <p>8. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement. To meet this standard, the student will:</p> <p>8.1--understand individual rights and their accompanying responsibilities, including responsibility in problem solving and decision making at the local, state, national, and international level; 8.2--identify and demonstrate rights of U.S. citizenship related to school, local, state, national, and international issues, <i>for example, voting, committee and council work, or persuasive letter writing</i>; 8.3--explain how citizen participation influences public policy.</p>

³ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=14>



LESSON 3: LOOKING "DIFFERENT"

Looking "different" means *anything* that makes you look different than most of the people around you.

Procedure: ask students how people could be viewed as being "different". For example:

- eye, hair or skin color
- weight and height
- use glasses, hearing aids, wheelchair, service animal
- clothing styles
- way of talking, opinions
- speak English as a second language

Ask students what happens to people who are viewed as being different. Help them create a scale similar to the one below--what items from the list above would elicit a mild reaction--and what would elicit a strong reaction ? Could a mild reaction become a strong reaction ? How and why ?

Mild Reaction (no threat perceived, curiosity, difference seen as positive)	Strong Reaction (differences are threatening)
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After discussion, view the clip below:

At about [1:03.02](#), you will see a STILL of an ANTI-JAPANESE WAR IMAGE and see Bill Hosokawa at Salt Lake City. The narrator will be saying: "Heart Mountain Relocation Center was one of ten camps inside the United States. They held one-hundred-twenty thousand people expelled from their homes on the West Coast. Their only crime was their race. After Japan bombed Pearl Harbor, Americans of Japanese ancestry drew the anger and fear of a nation. The President ordered mass exclusion and detention without any evidence of sabotage or imminent invasion. There was no military need."

BILL HOSOKAWA: And you have to understand the hostility that we faced, overnight. Suddenly we were the enemy. "Blood is thicker than water." "You can't trust these slant-eyed Japs." MICHIE WEGLYN: The Japanese people as a community were made to feel as though they were every bit as guilty for having a Japanese face as the enemy.

After viewing the clip, ask students what would happen if--for instance--everyone in the room with blue eyes (or blonde hair) were to be taken away to tomorrow solely on the basis of how they looked. How would other people in the class react?

Ask students: what would their reactions be if they found themselves in a part of the world where U.S. citizens were not welcome? What would they do?

CURRICULUM and STANDARDS ALIGNMENTS for *LOOKING DIFFERENT*

McREL	WASHINGTON STATE ESSENTIAL LEARNINGS
<p>US HISTORY⁴</p> <p><i>Era 8 - The Great Depression and World War II (1929-1945)</i></p> <p>STANDARD 25: understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.</p> <p><u>Level 3 (Grade 7-8)</u></p> <p>8. Understands how minority groups were affected by World War II (e.g., how minority groups organized to gain access to wartime jobs and discrimination they faced, factors that led to the internment of Japanese Americans)</p> <p><u>Level 4 (Grade 9-12)</u></p> <p>4. Understands how World War II influenced the home front (e.g., the impact on science, medicine, and technology; how Americans viewed their achievements and global responsibilities at the war's end; how minorities contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe; the effects of the relocation centers on Japanese American families)</p> <p>HISTORICAL UNDERSTANDING STANDARDS⁵</p> <p>Standard 2: understands the historical perspective.</p> <p><u>Level 3 (Grade 7-8)</u></p> <p>1. Understands that specific individuals and the values those individuals held had an impact on history.</p> <p>2. Analyzes the influence specific ideas and beliefs had on a period of history.</p> <p>4. Analyzes the effects specific decisions had on history.</p> <p>5. Understands that historical accounts are subject to change based on newly uncovered records and interpretations.</p> <p><u>Level 4 (Grade 9-12)</u></p> <p>The benchmarks above and:</p> <p>5. Understands that the consequences of human intentions are influenced by the means of carrying them out.</p>	<p>Social Studies: History</p> <p>2.</p> <p>The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.</p> <p>To meet this standard, the student will:</p> <p>2.1--investigate and research</p> <p>2.2--use sources of information <i>such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts</i> to investigate and understand historic occurrences</p> <p>2.3--analyze historical information</p> <p>2.4--evaluate different interpretations of major events in U.S., world, and Washington State history</p> <p>2.5--synthesize information and reflect on findings</p> <p>3.</p> <p>The student understands the origin and impact of ideas and technological developments on history and social change.</p> <p>To meet this standard, the student will:</p> <p>3.1--explain the origin and impact of an idea on society <i>for example, free speech, rule of law, or separation of church and state</i></p> <p>3.2--analyze how historical conditions shape the emergence of ideas and how ideas change over time</p> <p>3.3--understand how ideas and technological developments influence people, resources, and culture</p>

⁴ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=5>

⁵ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=3>



LESSON 4: COMPLIANCE

When does dissent take a back seat to the well-being of the community? Would you comply with what you feel are unjust acts of government in order to prove your loyalty? In this lesson, designed for grades 8-11, students will examine possible motives for complying with government actions, even if those actions seem unfair. Teachers will need a video copy of *Conscience and the Constitution* to fully utilize this lesson.

Procedure

Start tape at (1:05:04). You will see a family being handed numbered tags--you will hear, "First they were tagged with numbers, and held at temporary detention centers ... most no more than horse stalls at the local racetrack. (1:06:55)....they cooperated and now they were prisoners..." Clip ends at (1:07:57). You will see a newspaper photo of a family saluting an American flag and hear "Why didn't they resist?"

Ask students for their opinions on why most people didn't resist. Write their opinions on the board and save for review after doing the following exercise.

(1) Ask students to return to the outfits they created in the pre-viewing exercise. Ask students to vote on the outfit that they would never wear. Then ask them to imagine two scenarios:

1. The students in school have voted to make this the mandatory school uniform for the rest of the year.
2. The school district has decided to make the uniforms mandatory, but hasn't consulted the students, teachers, administrators or parents.

To NOT wear the uniform means not only expulsion from school, but a permanent mark as a "troublemaker", which will effectively bar them from getting a job or a line of credit. What would their actions be? Would they cooperate and wear the uniform? Possible responses:

- Wear the uniform with no complaints.
- Wear the uniform, but protest publicly. (To whom would students protest?)
- Not wear the uniform and find another way to complete their education.
- Not wear the uniform and drop out of school.

Review student responses--is there a clear majority for one or two responses? Compare and contrast with student opinions about why most Japanese Americans didn't resist going to the camps.

CURRICULUM and STANDARDS ALIGNMENTS for *COMPLIANCE*

McREL	WASHINGTON STATE ESSENTIAL LEARNINGS
<p>US HISTORY⁶</p> <p><i>Era 8 - The Great Depression and World War II (1929-1945)</i></p> <p>STANDARD 25: understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.</p> <p><u>Level 3 (Grade 7-8)</u> 8. Understands how minority groups were affected by World War II (e.g., how minority groups organized to gain access to wartime jobs and discrimination they faced, factors that led to the internment of Japanese Americans)</p> <p><u>Level 4 (Grade 9-12)</u> 4. Understands how World War II influenced the home front (e.g., the impact on science, medicine, and technology; how Americans viewed their achievements and global responsibilities at the war's end; how minorities contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe; the effects of the relocation centers on Japanese American families)</p> <p>HISTORICAL UNDERSTANDING STANDARDS⁷</p> <p>Standard 2: understands the historical perspective.</p> <p><u>Level 3 (Grade 7-8)</u> 1. Understands that specific individuals and the values those individuals held had an impact on history. 2. Analyzes the influence specific ideas and beliefs had on a period of history. 4. Analyzes the effects specific decisions had on history. 5. Understands that historical accounts are subject to change based on newly uncovered records and interpretations.</p> <p><u>Level 4 (Grade 9-12)</u> The benchmarks above and: 5. Understands that the consequences of human intentions are influenced by the means of carrying them out.</p>	<p>Social Studies: History</p> <p>1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.</p> <p>To meet this standard, the student will: 1.1--understand historical time, chronology, and causation 1.2--how events occur in time and place, are sequenced chronologically, and impact future events 1.3--analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history 1.4--examine the influence of culture on U.S., world, and Washington State history</p> <p>2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.</p> <p>To meet this standard, the student will: 2.1--investigate and research 2.2--use sources of information <i>such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts</i> to investigate and understand historic occurrences 2.3--analyze historical information 2.4--evaluate different interpretations of major events in U.S., world, and Washington State history 2.5--synthesize information and reflect on findings</p> <p>3. The student understands the origin and impact of ideas and technological developments on history and social change.</p> <p>To meet this standard, the student will: 3.1--explain the origin and impact of an idea on society <i>for example, free speech, rule of law, or separation of church and state</i> 3.2--analyze how historical conditions shape the emergence of ideas and how ideas change over time 3.3--understand how ideas and technological developments influence people, resources, and culture</p>

⁶ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=5>

⁷ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=3>



LESSON 5: RESISTANCE

When does an individual decide to resist--and what is the price of resistance? In this lesson, targeted for grades 8-11, students will examine their responses to actions they think are unfair. I

Part One: Procedure

Start tape at beginning and play until you see a photo of a young Mits Koshiyama: in a letter jacket (about 1:00:12) and you hear him say: "Somewhere down the line when you get pushed back so far, someplace down the line you have to take a stand someplace."... view until you see Yosh Kuromiya standing in the doorway of the Heart Mountain barracks (about 1:02:25) and hear him say: "This was a concentration camp. They wanted to draft me. I thought this was wrong."

Ask students to think about what their personal limits would be--how far could they be pushed before they felt the need to take a stand? Why did Yosh feel a conflict between being interned and being involuntarily drafted into in the US military? Do they think Yosh would have felt differently if he had the choice to volunteer--or not volunteer--for military service?

(1) Return to the outfits the students created in the pre-viewing exercise: ask students to vote on the outfit that they wouldn't wear in this lifetime or the next. Then ask them to imagine that this will be the mandatory school uniform for the rest of the year. To NOT wear it means not only expulsion from school, but a permanent mark as a "troublemaker", which will effectively bar them from getting a high-paying job or a line of credit. What would their actions be? Would they protest? How far are they willing to take their protests? To the principal? The school board? The state department of education? The Supreme Court?

Ask students to explore two possibilities: (1) the students in the school have voted for the uniform; or (2) the state board of education has mandated the uniform. What are the student rights in this situation? Is there a formal review process? (i.e.: meeting with the principal, presenting to the school board, etc) If they decide to march in protest, what do they need to do? Do they need to get a permit? Will they need police escort?

(2) How would student opinion change if wearing the uniform comes as part of a deal: for instance--every student gets the car of their choice as soon as they get their driver's license...but they have to wear the uniform. Remind students that there is no one "right" answer, but that every decision has consequences. Which consequences are they willing to shoulder?

Ask students to discuss how they feel about themselves in group situations if they feel their principles have been compromised: do they tend to take stand immediately, regardless of what the people around them are doing? Do they look for others who feel the same way and band together to take a stand? Do they investigate the possible consequences first, then formulate a stand?

To see the outcome of the actions of the resisters, fast forward the tape until you see a sunrise over the Heart Mountain camp and hear, "The arrests began at dawn". (1:30:00:11) Play video until you see four people sitting at a café table and hear, "And they did this because they really felt that what they were doing was correct." (1:48:36)

CURRICULUM and STANDARDS ALIGNMENTS for *RESISTANCE*

McREL	WASHINGTON STATE ESSENTIAL LEARNINGS
<p>US HISTORY⁸</p> <p><i>Era 8 - The Great Depression and World War II (1929-1945)</i></p> <p>STANDARD 25: understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.</p> <p><u>Level 3 (Grade 7-8)</u> 8. Understands how minority groups were affected by World War II (e.g., how minority groups organized to gain access to wartime jobs and discrimination they faced, factors that led to the internment of Japanese Americans)</p> <p><u>Level 4 (Grade 9-12)</u> 4. Understands how World War II influenced the home front (e.g., the impact on science, medicine, and technology; how Americans viewed their achievements and global responsibilities at the war's end; how minorities contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe; the effects of the relocation centers on Japanese American families)</p> <p>HISTORICAL UNDERSTANDING STANDARDS⁹</p> <p>Standard 2: understands the historical perspective.</p> <p><u>Level 3 (Grade 7-8)</u> 1. Understands that specific individuals and the values those individuals held had an impact on history. 2. Analyzes the influence specific ideas and beliefs had on a period of history. 4. Analyzes the effects specific decisions had on history. 5. Understands that historical accounts are subject to change based on newly uncovered records and interpretations.</p> <p><u>Level 4 (Grade 9-12)</u> The benchmarks above and: 5. Understands that the consequences of human intentions are influenced by the means of carrying them out.</p>	<p>Social Studies: History</p> <p>1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.</p> <p>To meet this standard, the student will: 1.1--understand historical time, chronology, and causation 1.2--how events occur in time and place, are sequenced chronologically, and impact future events 1.3--analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history 1.4--examine the influence of culture on U.S., world, and Washington State history</p> <p>2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.</p> <p>To meet this standard, the student will: 2.1--investigate and research 2.2--use sources of information <i>such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts</i> to investigate and understand historic occurrences 2.3--analyze historical information 2.4--evaluate different interpretations of major events in U.S., world, and Washington State history 2.5--synthesize information and reflect on findings</p> <p>3. The student understands the origin and impact of ideas and technological developments on history and social change.</p> <p>To meet this standard, the student will: 3.1--explain the origin and impact of an idea on society <i>for example, free speech, rule of law, or separation of church and state</i> 3.2--analyze how historical conditions shape the emergence of ideas and how ideas change over time 3.3--understand how ideas and technological developments influence people, resources, and culture</p>

⁸ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=5>

⁹ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=3>



LESSON 6: WHO WRITES HISTORY?

Can our understanding of history change? In this lesson, targeted for grades 10-12, students will examine the ways in which history is recorded.

Procedure

Start tape at (1:48:40). You will hear Mike Masaoka say, "... and all the historians in their ivory towers who were never there! Or people who want to write scenarios for books and scripts for plays! They weren't there. We were." ...followed by historian Roger Daniels (1:49:15), who says, "It's very important who writes history. History is usually written by the winners, and in the short term the JACL people...who wanted to improve the image of the Japanese American people, in the short run they controlled the history. That's obviously no longer the case." Stop tape.

(1) Ask students:

- Do you need to witness an event in order to understand it?
- If you want to understand an event that you did not witness, how would you go about finding information?
- Having found information, how would you go about finding different points of view about the event?
- Would you get a more "accurate" description of an event if many people were involved?

Start tape at about (1:48:40) when you see a portrait of Mike Masaoka and hear the narrator say: "To his death Mike Masaoka characterized the draft resisters as – quote – 'a relatively small number of dissidents' – and insisted the true heroes were the 26-thousand Nisei soldiers.

(2) There were approximately 315 resisters compared to 26,000 Nisei soldiers. The actions of the resisters have been dismissed as the actions of a tiny minority. Do numbers matter? Would you take an unpopular stand if you thought you would be in the minority? Does an unpopular stand ever become popular?

(3) A national protest emerged over the inclusion of a statement on the national Japanese American Memorial to Patriotism. <http://www.njamf.org/> in Washington, D.C.

Proposed Inscription	Protest
<p>"I am proud that I am an American of Japanese ancestry. I believe in this nation's institutions, ideals and traditions; I glory in her heritage; I boast of her history; I trust in her future."</p> <p>Mike M. Masaoka Civil Rights Advocate, Staff Sergeant, 442nd Regimental Combat Team</p>	<p>"In my studies and teaching, Mike Masaoka does not emerge in history as a 'civil rights leader' during World War II. To the contrary, by the facts of his words and actions, he strikes students as being one who acted against civil rights."</p> <p>Stephen H. Sumida University of Washington, Professor of American Ethnic Studies</p>

Later in his career Masaoka helped lead the drive to win citizenship rights for the Issei's in 1952, and in 1963 he led a JACL contingent to march with Martin Luther King Jr. Ask students: after considering Masaoka's later career, would you still include his statement on the memorial?

CURRICULUM and STANDARDS ALIGNMENTS for *WHO WRITES HISTORY ?*

McREL	WASHINGTON STATE ESSENTIAL LEARNINGS
<p>US HISTORY¹⁰</p> <p><i>Era 8 - The Great Depression and World War II (1929-1945)</i></p> <p>STANDARD 25: understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.</p> <p><u>Level 3 (Grade 7-8)</u> 8. Understands how minority groups were affected by World War II (e.g., how minority groups organized to gain access to wartime jobs and discrimination they faced, factors that led to the internment of Japanese Americans)</p> <p><u>Level 4 (Grade 9-12)</u> 4. Understands how World War II influenced the home front (e.g., the impact on science, medicine, and technology; how Americans viewed their achievements and global responsibilities at the war's end; how minorities contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe; the effects of the relocation centers on Japanese American families)</p> <p>HISTORICAL UNDERSTANDING STANDARDS¹¹</p> <p>Standard 2: understands the historical perspective.</p> <p><u>Level 3 (Grade 7-8)</u> 1. Understands that specific individuals and the values those individuals held had an impact on history. 2. Analyzes the influence specific ideas and beliefs had on a period of history. 4. Analyzes the effects specific decisions had on history. 5. Understands that historical accounts are subject to change based on newly uncovered records and interpretations.</p> <p><u>Level 4 (Grade 9-12)</u> The benchmarks above and: 5. Understands that the consequences of human intentions are influenced by the means of carrying them out.</p>	<p>Social Studies: History</p> <p>1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.</p> <p>To meet this standard, the student will: 1.1--understand historical time, chronology, and causation 1.2--how events occur in time and place, are sequenced chronologically, and impact future events 1.3--analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history 1.4--examine the influence of culture on U.S., world, and Washington State history</p> <p>2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.</p> <p>To meet this standard, the student will: 2.1--investigate and research 2.2--use sources of information <i>such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts</i> to investigate and understand historic occurrences 2.3--analyze historical information 2.4--evaluate different interpretations of major events in U.S., world, and Washington State history 2.5--synthesize information and reflect on findings</p> <p>3. The student understands the origin and impact of ideas and technological developments on history and social change.</p> <p>To meet this standard, the student will: 3.1--explain the origin and impact of an idea on society <i>for example, free speech, rule of law, or separation of church and state</i> 3.2--analyze how historical conditions shape the emergence of ideas and how ideas change over time 3.3--understand how ideas and technological developments influence people, resources, and culture</p>

¹⁰ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=5>

¹¹ <http://www.mcrel.org/compendium/Standard.asp?SubjectID=3>