



Unit-at-a-Glance

This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.8.1, RI.8.2, RI.8.6	Determine Central Idea and Analyze Point of View: “Seeking Redress” Opening A. Engage the Learner – RI.8.1 (5 minutes) Work Time A. Read and Annotate “Seeking Redress” – RI.8.2, RI.8.6 (20 minutes) A. Read and Annotate “The Simplest Lesson of Internment” – RI.8.6 (15 minutes) Closing and Assessment A. Reflection (5 minutes) Homework A. Analyze Connections and Distinctions: Students analyze how the articles read in class make connections and distinctions among individuals, ideas, and events as compared to <i>Farewell to Manzanar</i> to complete Homework: Connections and Distinctions across Texts. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students read, annotate, and discuss an informational text to understand redress efforts made by the US government after Japanese American internment.	<ul style="list-style-type: none"> • I can determine a central idea and analyze its development over the course of a text about Japanese American internment. (RI.8.2) • I can analyze how the authors’ point of view is conveyed and differs from other points of view in a text about Japanese American internment. (RI.8.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lesson 1 (RI.8.1) • Work Time A: “Seeking Redress” annotations (RI.8.2, RI.8.6) • Work Time B: “The Simplest Lesson of Internment” annotations (RI.8.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 2 RI.8.2, SL.8.1	Close Read: “Psychological Effects of Camp” Opening A. Engage the Learner – SL.8.1 (10 minutes) Work Time A. Close Read: “Psychological Effects of Camp” – RI.8.2 (30 minutes) Closing and Assessment A. Culminating Task – RI.8.2 (5 minutes) Homework A. Add Evidence to Lessons from Internment Note-Catcher: Students write a summary of the first section of the article “Psychological Effects of Camp.” Then they add evidence from <i>Farewell to Manzanar</i> and any other texts to their Lessons from Internment note-catchers. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students participate in a close read of an article that outlines the psychological effects of Japanese American internment. Then, using evidence from this text and others read throughout the module, they generate key lessons from Japanese American internment.	<ul style="list-style-type: none"> • I can determine the meaning of unfamiliar vocabulary in the article “Psychological Effects of Camp.” (RI.8.4, L.8.4) • I can determine a central idea and analyze its development over the course of the article “Psychological Effects of Camp.” (RI.8.1, RI.8.2) 	<ul style="list-style-type: none"> • Work Time A: Close Read: “Psychological Effects of Camp” note-catcher (RI.8.2) • Closing and Assessment A: Close Read: “Psychological Effects of Camp” Culminating Task (RI.8.2)
Lesson 3 RI.8.1, RI.8.2, RI.8.4, SL.8.1, L.8.4	Read and Analyze Central Ideas: “Psychological Effects of Camp” Opening A. Engage the Learner – RI.8.1 (5 minutes) Work Time A. Read and Analyze: “Psychological Effects of Camp” – RI.8.2 (20 minutes) A. Language Dive: “Psychological Effects of Camp,” Paragraph 14 – RI.8.2 (10 minutes) Closing and Assessment A. Collaborative Discussion – SL.8.1 (10 minutes) Homework A. Add Evidence to Lessons from Internment Note-Catcher: Students add evidence from the article “Psychological Effects of Camp,” <i>Farewell to Manzanar</i> , and any other texts to their Lessons from Internment note-catchers. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students continue reading an informative text that summarizes the psychological effects of internment. They also continue to gather evidence in their note-catchers to generate lessons from Japanese American internment and participate in a Language Dive to understand a central idea from the text.	<ul style="list-style-type: none"> • I can determine the meaning of unfamiliar vocabulary in the article “Psychological Effects of Camp.” (RI.8.2) • I can determine a central idea and analyze its development over the course of the article “Psychological Effects of Camp.” (RI.8.2) 	<ul style="list-style-type: none"> • Work Time A: Lessons from Internment note-catcher (RI.8.2) • Work Time B: Language Dive: “Psychological Effects of Camp,” Paragraph 14 (RI.8.2)

Lessons from Japanese American Internment

Module 4: Unit 3

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 4 RI.8.1, RI.8.2, RI.8.4, SL.8.1, L.8.4	<p>Read and Analyze Central Ideas: “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center”</p> <p>Opening A. Engage the Learner – RI.8.1 (5 minutes)</p> <p>Work Time A. Read and Analyze “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center” – RI.8.2 (30 minutes)</p> <p>Closing and Assessment A. Collaborative Discussion – SL.8.1 (10 minutes)</p> <p>Homework A. Add Evidence to Lessons from Internment Note-Catcher: Students add evidence from the article “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center” to their Lessons from Internment note-catchers. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students read and discuss an informational text that explores how Japanese American internment survivors are engaging in modern-day activism.</p>	<ul style="list-style-type: none"> • I can determine the meaning of unfamiliar vocabulary in the article “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center.” (RI.8.4, L.8.4) • I can determine a central idea and analyze its development over the course of the article “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center.” (RI.8.2) 	<ul style="list-style-type: none"> • Work Time A: Lessons from Internment note-catcher (RI.8.2)
Lesson 5 SL.8.1c, SL.8.1d	<p>Mid-Unit 3 Assessment: Collaborative Discussion: Internment and Redress</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Mid-Unit 3 Assessment: Collaborative Discussion: Internment and Redress – SL.8.1 (25 minutes)</p> <p>Closing and Assessment A. Track Progress: Collaborative Discussion (5 minutes) A. Share Independent Research Reading – RL.8.10, RI.8.10 (10 minutes)</p> <p>Homework A. Read and Annotate: Students read and annotate the Performance Task: Activist Assembly directions, beginning to consider and discuss with their families organizations they might research. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students participate in a collaborative discussion about the redress movement and lessons from Japanese American internment for the Mid-Unit 3 Assessment.</p>	<ul style="list-style-type: none"> • I can engage effectively in collaborative discussions about the lessons of internment and redress. (SL.8.1) • I can share my independent research reading with my peers. (RL.8.10, RI.8.10) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lesson 5 • Work Time A: Mid-Unit 3 Assessment: Collaborative Discussion: Internment and Redress (SL.8.1c, SL.8.1d) • Closing and Assessment A: Track Progress: Collaborative Discussion

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Lesson 6 W.8.7, W.8.8	Analyze Model Activist Organization Note-Catcher and Begin Research Opening A. Review Performance Task Directions (5 minutes) Work Time A. Analyze Model Activist Organization Note-Catcher (10 minutes) A. Research and Select Organizations – W.8.8 (25 minutes) Closing and Assessment A. Triad Debrief: Determine Next Steps – SL.8.1 (5 minutes) Homework A. Complete Research: Triads continue to research their organization selections. Each member of the triad is responsible for completing one of the “Organization Option” rows on their Performance Task: Activist Organization note-catchers. In this lesson, students review the performance task criteria, analyze a model note-catcher, and research organizations that they can contact to conduct an interview about modern-day activism that applies lessons from Japanese American internment.	<ul style="list-style-type: none"> I can conduct research to answer questions about activist organizations in my community. (W.8.7, W.8.8) 	<ul style="list-style-type: none"> Work Time B: Performance Task: Activist Organization note-catcher
Lesson 7 SL.8.1, SL.8.6	Prepare for Activist Organization Interview Opening A. Triad Debrief – SL.8.1 (10 minutes) Work Time A. Analyze and Prepare Phone Script – SL.8.6 (15 minutes) A. Analyze and Prepare Interview Questions – SL.8.6 (15 minutes) Closing and Assessment A. Practice Phone Interview – SL.8.6 (5 minutes) Homework A. Script and Interview Practice: Students practice reading aloud their phone scripts and/or interview questions in preparation for the interviews of the next lesson. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students analyze and prepare a phone script and interview questions. They then practice for the interviews they will carry out with community organizations in the next lesson.	<ul style="list-style-type: none"> I can practice adapting my speech to conduct a phone interview, focusing on speaking clearly and using academic language. (SL.8.6) 	<ul style="list-style-type: none"> Work Times A and B: Performance Task: Activist Organization Interview Preparation (SL.8.6, W.8.10)

Lessons from Japanese American Internment

Module 4: Unit 3

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 8 SL.8.5, SL.8.6	Conduct Activist Organization Interview Opening A. Prepare to Conduct Interview (5 minutes) Work Time A. Conduct Activist Organization Interview and Synthesize Notes – SL.8.6 (25 minutes) Closing and Assessment A. Create Visual Display – SL.8.5 (15 minutes) Homework A. Activist Organization Note-Catcher: As needed, triads finish synthesizing their research and interview notes on their Activist Organization note-catchers. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students conduct phone interviews with community organizations and begin to develop a visual display for their End of Unit 3 Assessment presentations.	<ul style="list-style-type: none"> • I can adapt my speech to conduct a phone interview, focusing on speaking clearly and using academic language. (SL.8.6) • I can create a visual display to clarify information about my researched organization, which will be integrated into my presentation. (SL.8.5) 	<ul style="list-style-type: none"> • Work Time A: Performance Task: Activist Organization note-catcher (W.8.8) • Closing and Assessment A: Visual display (SL.8.5)
Lesson 9 SL.8.5, SL.8.6, L.8.6	Prepare Presentations Opening A. Engage the Learner – SL.8.5 (10 minutes) Work Time A. Practice Presentation – SL.8.5, SL.8.6 (25 minutes) Closing and Assessment A. Peer Feedback – SL.8.6 (10 minutes) Homework A. Practice Presentation: Students continue to practice their presentations for the end of unit assessment, focusing on the areas of feedback provided in this lesson. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students prepare, practice, and receive peer feedback on their End of Unit 3 presentations.	<ul style="list-style-type: none"> • I can integrate a visual display into my presentation to clarify information and add interest about my researched organization. (SL.8.5) • I can adapt my speech to make a presentation of my researched organization, focusing on speaking clearly and using academic language. (SL.8.6) 	<ul style="list-style-type: none"> • Work Time B: Peer feedback sticky notes (SL.8.5, SL.8.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lessons 10–11 SL.8.5, SL.8.6, L.8.6	<p>End of Unit 3 Assessment: Activist Organization Presentation</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. End of Unit 3 Assessment: Activist Organization Presentation (70 minutes)</p> <p>Closing and Assessment A. Reflection (5 minutes) A. Prepare for Activist Assembly (10 minutes)</p> <p>Homework A. Prepare for Activist Assembly: Students practice what they might say in their role as greeter, emcee, facilitator, or group participant during the Activist Assembly and make final preparations as needed.</p> <p>In these lessons, students participate in the End of Unit 3 Assessment, delivering presentations on how community organizations embody lessons from Japanese American internment.</p>	<ul style="list-style-type: none"> I can integrate a visual display into my presentation to clarify information and add interest about my researched organization. (SL.8.5) I can adapt my speech to make a presentation of my researched organization, focusing on speaking clearly and using academic language. (SL.8.6, L.8.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 3, Lessons 10–11 Work Time A: End of Unit 3 Assessment: Activist Organization Presentation (SL.8.5, SL.8.6, L.8.6)
Lesson 12 SL.8.1, SL.8.5, SL.8.6	<p>Performance Task: Activist Assembly</p> <p>Opening A. Engage the Learner (10 minutes)</p> <p>Work Time A. Activist Assembly – SL.8.1, SL.8.6 (25 minutes)</p> <p>Closing and Assessment A. Activist Anchor Chart Chalk Talk – SL.8.1, SL.8.5 (10 minutes)</p> <p>Homework • None for this lesson.</p> <p>In this lesson, students participate in the Performance Task: Activist Assembly. They join in groups with peers, friends, family, and community members to discuss how lessons from Japanese American internment can be applied today.</p>	<ul style="list-style-type: none"> I can engage in a collaborative discussion with peers and community members about applying the lessons from internment. (SL.8.1) I can integrate visual displays and adapt my speech during a collaborative discussion with my peers and community members. (SL.8.5) 	<ul style="list-style-type: none"> Work Time A: Activist anchor chart (SL.8.5, W.8.10)