

COURAGE DURING WORLD WAR II – LESSON PLAN

Essential Question

How did acts of courage during World War II impact the lives of Japanese Americans?

TOPIC: Acts of Courage During World War II

GRADE LEVEL: 9-12

TIME: **Pre-Lesson:** 10 minute introduction to homework

Part 1: 30 minutes

Part 2: 2 hours

Part 3: 1 hour

OBJECTIVE:

Students will analyze acts of courage displayed during World War II and determine the effects of those actions on the lives of Japanese Americans.

RESOURCES NEEDED:

1. Students need pen/pencil, paper, and computers with Internet access
2. White board (for sharing answers to small group discussion)
3. Appendix A: (HOOK) Common Character Trait
4. Appendix B: Example of quote with citation
5. Appendix C: Cartoon—Perspectives
6. Appendix D: Decision Points for Japanese Americans After the Bombing of Pearl Harbor
7. Appendix E: Decision Points for Japanese Americans Eligible for Military Service
8. Appendix F: List of Courageous People/Groups Associated with Japanese American History and WWII
9. Appendix G: Rubric for Presentations
10. Projector with laptop or computer

HISTORICAL CONTEXT:

Times of war reveal many extraordinary acts of courage carried out by individuals and groups of all ages, ethnicities, and walks of life. When the lives of Japanese Americans in the US were radically altered by the bombing of Pearl Harbor in December 1941 and the passing of Executive Order 9066 in February 1942, many American citizens were spurred into acts of courage, often in the face of adversity, unpopularity/disfavor, or danger to themselves. These actions may have been inspired by the need to help Japanese Americans who lost protection under the US Constitution, undertaken in the face of combat duty or in response to feelings of unjust treatment and threats to their civil liberties.

SYNOPSIS:

Students will examine the concept of courage, research acts of courage undertaken by ordinary American citizens during World War II, determine the impact of these acts on the lives of Japanese Americans, then present their findings to classmates. They can seek out examples of other courageous acts as well as determine opportunities in their own lives where they can be inspired to take courageous action. This lesson's focus on courage during WWII encompasses different kinds of courage of many groups—those Japanese American soldiers who served this country, those non-Japanese who supported the Japanese Americans, and those Japanese Americans who demonstrated courage through their challenge to incarceration and/or draft orders.

INSTRUCTIONS TO THE TEACHER:

PRE-LESSON ACTIVITY – DAY BEFORE THE LESSON

1. Show **Appendix A** and ask students to choose two pictures and think of a few words to describe the individuals/characters. Share responses. When students conclude that the common trait is “courage,” ask for a 2-minute “quick write” in which students think of an example of courage in their own lives or an example of someone who demonstrated courage. Share responses.
2. **Assign homework:** Ask students to bring in a definition or quote about courage for the next day’s lesson. Encourage source citations. Show **Appendix B** sample.
Recommended reference: OWL at Purdue University,
<https://owl.english.purdue.edu/owl/resource/747/05/>

PART 1: (NEXT DAY) LESSON

1. Using students’ homework from previous night, **lead discussion** about the concept of courage: “What do you think about courage?” Encourage observations, examples, analysis.
Students needing more guidance in discussions about “courage” might examine:
 - Students’ own experiences
 - Motivation behind it
 - Deterrents
 - Consequences
 - Timing, perception, and perspectives as a courageous act [**See Appendix C**]
 - “How do the perspectives of people in the present shape interpretations of the past?”
 - Examples of courage: in the classroom, outside of the classroom, in the community? Other places?
 - The concept of courage in other countries
 - Inspirational children’s stories
 - Famous people (who have displayed courage)
 - Kinds of courage
 - Recent news reports of courageous acts
2. Use the introduction from **Historical Context** (page 1) to tell students that they will examine some courageous acts by Japanese Americans or by individuals or organizations who supported them during the turbulent period of World War II.
3. Show **Appendix D** identifying the decision points that Japanese Americans encountered after the bombing of Pearl Harbor and where some of these courageous acts came into play. Ask students, “How do you think courage could have played a part in this sequence of events?”
4. Show **Appendix E**, “Where in this sequence of events could acts of courage acts have played a part?”

PART 2: RESEARCH

1. In small groups, students can either select or be assigned an individual/group to research. See **Appendix F**.

IMPORTANT NOTE: APPENDIX F - #10 Heart Mountain Fair Play Committee refers to a group of Japanese Americans who resisted the draft during WWII on the grounds that their incarceration was a violation of their civil liberties. Their refusal to serve in the US military until their legal rights were restored became a controversial issue that brought them strong criticism and ostracism in the Japanese American community. Until recent decades, the Fair Play Committee members did not speak openly about these beliefs and consequent punishment (imprisonment), even to family members. Referring to them today as courageous for their war time stance raises a sensitive issue among some members of the Japanese American community.

2. Encourage close reading skills. Ref: http://iteach4results.wikispaces.com/*ELA+%26+Literacy

3. Guidelines for research: Information to include:

- Who, what, when, where, why, how? Provide explanation of the courageous act.
- What risk or opposition did the person/group face?
- At what Decision Point (Appendix D) did this act take place?
- **How did the act of courage affect the Japanese Americans? [Essential Question]**
- Did the person/group receive recognition?
- What is the person's/group's legacy today?
- Students' reflections

4. **EVALUATION:** Show rubric for presentation of research: **Appendix G**.

PART 3: OPTIONS FOR STUDENT PRESENTATIONS of the courageous person/group: 3-5 min per group.

- Conduct a mock interview
- Present a short skit
- Conduct a talk show
- Feature a news reporter covering the story
- Write a poem or creative piece
- Compose and perform a musical composition (with lyrics)
- Present a visual composition (PowerPoint, Prezi, etc.)

ENRICHMENT ACTIVITIES:

- Identify and examine courageous acts reported in current events. Create a News Board.
- Identify a school or community issue and determine how to demonstrate courage in taking action on the issue.
- Research Japanese Americans who resisted combat training/service in the US military during WWII (e.g., Disciplinary Barrack Boys, “Draft Resistance.” See Densho.org.).
- Reflect on the topic of courage and share as a creative project, e.g., poem, video, artwork, essay, short story, news article, etc.
- Research a person in world history whose courageous act(s) impacted the lives of others. Explain.
- Reflection
 - Could an act be perceived as courageous by some and not by others? Explain.
 - How can students take a courageous stand in the battle against injustice, intolerance, and inequality?
- Essay Topics
 - Courageous acts by groups and individuals during World War II affected the lives of Japanese Americans during and after the war.
 - Time and perspective have changed the US Government’s recognition of the World War II role of courageous Japanese American soldiers in the 442nd Regimental Combat Team and Military Intelligence Service.
(e.g., http://encyclopedia.densho.org/Congressional_Medal_of_Honor_recipients/)
- Debate Topics
 - Draft and military resisters are just as courageous as soldiers who fight in combat.
 - Those who remain silent at times of injustice, intolerance, or inequality are guilty.
 - The actions of the Heart Mountain Fair Play Committee are courageous (or not courageous).

NONFICTION READING (HIGH SCHOOL):

- *Courage Has No Color: The True Story of Triple Nickles, America’s First Black Paratroopers* by Tanya Lee Stone [2014 YALSA Excellence in Nonfiction Finalist; recommended for tweens and teens]
- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai
- *A Principled Stand* by Gordon Hirabayashi, with James A. Hirabayashi and Lane Ryo Hirabayashi [About Gordon Hirabayashi and his legal challenge]
- *Teens With the Courage to Give: Young People Who Triumphed over Tragedy and Volunteered to Make a Difference* by Jackie Waldman and Steven A. Culbertson
- *Beyond Courage* by Doreen Rappaport (ages 10 and up)
- *Dear Miss Breed* by Joanne Oppenheim
- *In My Hands: Memories of a Holocaust Rescuer* by Irene Gut Opdyke
- *Just Americans* by Robert Asahina
- *Imprisoned: The Betrayal of Japanese Americans During World War II* by Martin W. Sandler
- *Code Talker: The First and Only Memoir By One of the Original Navajo Code Talkers of WWII* by Chester Nez
- *Unbroken* by Laura Hillenbrand [Young Adult Adaptation available]

DOCUMENTARIES

- “Stand Up for Justice: The Ralph Lazo Story,” 33 min. 2004. By John Esaki.
- “Of Civil Wrongs and Rights: The Fred Korematsu Story,” 60 min. 2000. By John Fournier.

COMMON CORE STATE STANDARDS (CCSS) > GRADE 11-12

<http://www.corestandards.org/ELA-Literacy/RH/11-12>

“Key Ideas and Details”

RH 2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

“Integration of Knowledge and Ideas”

RH 7 – Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

RH 9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

HISTORICAL THINKING STANDARDS

<http://www.nchs.ucla.edu/history-standards/historical-thinking-standards/overview>

Standard 2 – Historical Comprehension - The student comprehends a variety of historical sources.

Standard 3 – Historical Analysis and Interpretation – The student engages in historical analysis and interpretation.

Content Era 8 (1929-1945) – The student understands the character of World War II at home and abroad, and its reshaping of the US role in world affairs.

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS – COLLEGE, CAREER & CIVIC LIFE: BY THE END OF GRADE 12

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

“Civic and Political Institutions”

D2.Civ.5 – Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

“Change, Continuity, and Context”

D2.His.1 – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3 – Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

“Perspectives”

D2.His.4 – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5 – Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2.His.7 - Explain how the perspectives of people in the present shape interpretations of the past.

“Causations and Argumentation”

D2.His.14 – Analyze multiple and complex causes and effects of events in the past.

“Taking Informed Action”

D4.7 – Assess options for individuals and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

APPENDIX A

IDENTIFY CHARACTER TRAITS ASSOCIATED WITH THE FOLLOWING:

The Lion in *The Wizard of Oz*

King Mufasa in *The Lion King*

Jackie Robinson

Photo courtesy of Bob Sandberg, *Look Magazine*,
Library of Congress



Rosa Parks

Photo courtesy of the US Government



Malala Yousafzai

Photo courtesy of Southbank Centre



Martin Luther King, Jr.

Photo courtesy of the Library of Congress



Oskar Schindler

Photo courtesy of Wikimedia Commons



Aung San Suu Kyi

Photo courtesy of Htoo Tay Zar, OpenMyanmar



APPENDIX B
Sample (for homework)
Quotation with MLA citation

CITATION REFERENCE:

The OWL at Purdue University (MLA): <https://owl.english.purdue.edu/owl/resource/747/01/>

SAMPLE:

“Courage is grace under pressure.”
-Ernest Hemingway

MLA WORKS CITED

Hemingway, Ernest. “Quotes About Courage.” *Goodreads.com*, 2015. Web. 11 July 2015.

APPENDIX C
"PERSPECTIVES"

Courtesy of Go For Broke National Education Center



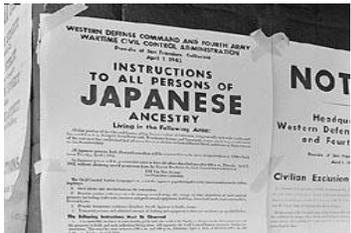
APPENDIX D
DECISION POINTS FOR JAPANESE AMERICANS LIVING ON THE WEST COAST

FIRST

THEN



BOMBING OF PEARL HARBOR
Photo courtesy of the Library of Congress

**WEST COAST
JAPANESE AMERICANS:
EXECUTIVE ORDER 9066
ORDERED TO LEAVE HOME**
Photo courtesy of the National Archives
and Records Administration



**COOPERATE
(AND LEAVE HOME)**

**REFUSE TO
COOPERATE**

**GO TO
GOVERNMENT CAMPS**



Photo courtesy of the
National Archives and
Records Administration

**MOVE EAST OF
MILITARY
EXCLUSION ZONE
(For college, work)**



Photo courtesy of
Seattletimes.com

IMPRISONMENT



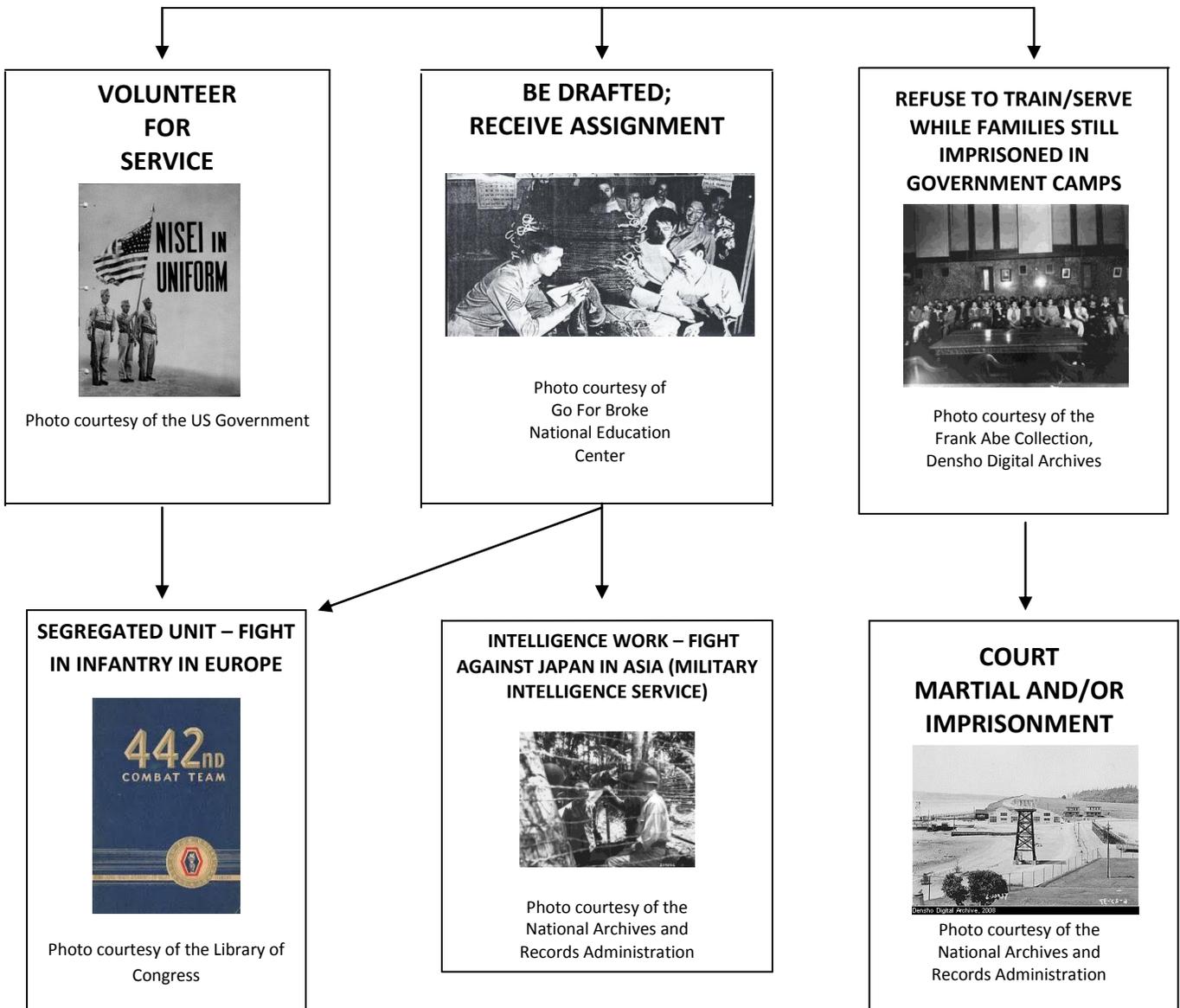
OR

SENT TO JAPAN



APPENDIX E
DECISION POINTS FOR JAPANESE AMERICANS ELIGIBLE FOR MILITARY SERVICE

1943
**JAPANESE AMERICANS
ELIGIBLE FOR MILITARY SERVICE
(PREVIOUSLY NOT ALLOWED TO SERVE)**



APPENDIX F

COURAGEOUS INDIVIDUALS/GROUPS AND JAPANESE AMERICANS DURING WWII

1. WAYNE MORTIMER COLLINS, ATTORNEY

<http://robledo.fromthefog.com/upstanders/wayne-m-collins/>

<http://blog.legalfundingcentral.com/lfc360/new/greatest-lawyers-youve-never-heard-wayne-collins/>

<http://www.discovernikkei.org/en/journal/2014/10/21/carrying-the-torch/> (by Wayne Collins, Jr.)

2. EARL FINCH

<http://www.100thbattalion.org/history/stories/earl-finch/>

http://nisei.hawaii.edu/object/io_1160630279843.html

Quote from an oral history interview, courtesy of Go For Broke National Education Center

One thing about Earl Finch, he was quite a legend... He was the only merchant in town that really opened his arms to the soldiers of the 442 [Regimental Combat Team]. And he just did it quite openly. On Sundays he'd come with a truckload of watermelon and go from one company to another distributing watermelon for free. If you went to his store, he opened up soda pop for you and gave it to you. And then---so all the people from 442 used to go to his store, and the others, I'm not sure how they would've greeted us, but I don't think it was too warm... So he was famous, even to the point that he---when the 442 moved to a different city, he would follow them and he brought---he used to carry shoyu in his car to accommodate the men. But he was famous and after the war, he was welcomed back to Hawaii and they really returned his great favor to the 442.

Frank Wada, Japanese American soldier of WWII

Quote from an oral history interview, courtesy of Go For Broke National Education Center

Oh, let's see. There was a guy that really took to the Japanese. He was a big businessman in the city there, and he really took the Japanese under his wing. He had big parties, big watermelon busts and everything for them, and he had big parties for us, invited us to everything and had big dances. And I think his name was Finch, Earl Finch. Yeah, he was a great man. I don't know what made him take to the Japanese, but he really took over.

James Matsumoto, Japanese American soldier of WWII

Quote from an oral history interview, courtesy of Go For Broke National Education Center

Mr. [Earl] Finch would invite a lot of us over to his place and had barbeque... He was a---I would say, an angel from heaven who, I don't know why or how, but he just appeared, as far as I'm concerned, and was very thoughtful and he did everything possible to try to make it comfortable for us while we were in Mississippi. He'd have parties and treats at his place and he'd arrange other things that---especially for the kids from Hawaii, because they didn't have much chance to do anything or see much around here... As far as our regiment is concerned, there's never a better man that was more considerate and thoughtful than he.

Paul Hosoda, Japanese American soldier of WWII

Quote from an oral history interview, courtesy of Go For Broke National Education Center

We had a friend in Hattiesburg... Earl Finch, and then he had an assistant, I forgot her name,...she used to come with him and she worked for him. She used to bring ice cream, watermelon and stuff to our camp. I never forgot our old friendship.

Tetsuo Asato, Japanese American soldier of WWII

APPENDIX F - Page 2: Courageous People/Groups

3. RALPH L. CARR

<https://www.courts.state.co.us/userfiles/file/Media/Education/LearningCenter/GovCarr.pdf>

<http://coloradovirtuallibrary.org/content/ralph-carr>

http://www.denverpost.com/perspective/ci_8481518

Quote from an oral history interview, courtesy of Go For Broke National Education Center

There's one point I'd like to bring up...[the] governor of Colorado. Ralph Carr was the governor at that time. When they started evacuating, he says, "Anybody of Japanese ancestry who wants to evacuate to Colorado, they're welcome to come." So you know what that cost him? It cost him his re-election next term.

Harley Fujimoto, Japanese American soldier of WWII

4. RELIGIOUS SOCIETY OF FRIENDS (QUAKERS), THE AMERICAN FRIENDS SERVICE COMMITTEE (AFSC), AND ITS AFFILIATES

http://articles.philly.com/1998-09-22/news/25757138_1_quaker-tule-lake-tom-bodine

http://encyclopedia.densho.org/American_Friends_Service_Committee/

<http://www.quakersintheworld.org/quakers-in-action/322> [Quakers in the World]

5. TSGT BOB HOICHI KUBO, MILITARY INTELLIGENCE SERVICE (MIS)

<http://amhistory.si.edu/perfectunion/collection/image.asp?ID=1274>

<http://valor.militarytimes.com/recipient.php?recipientid=22350>

6. 442nd REGIMENTAL COMBAT TEAM: RESCUE OF THE LOST BATTALION

http://encyclopedia.densho.org/Rescue_of_the_Lost_Battalion/

<http://www.njamf.com/OurStory/MilServ/LostBat/LostBat.html>

7. 100th INFANTRY BATTALION: COLONEL YOUNG OAK KIM AND THE BATTLE OF ANZIO

<http://www.100thbattalion.org/history/veterans/officers/young-oak-kim/2/>

<http://www.hawaiireporter.com/a-great-leader>

<http://www.gpo.gov/fdsys/pkg/CREC-2006-06-22/html/CREC-2006-06-22-pt1-PgH4503-2.htm>

(scroll down to "In Honor and Remembrance of Colonel Young Oak Kim")

8. GORDON HIRABAYASHI

http://encyclopedia.densho.org/Gordon_Hirabayashi/

http://www.nytimes.com/2012/01/04/us/gordon-hirabayashi-wwii-internment-opponent-dies-at-93.html?_r=0

http://www.oyez.org/cases/1940-1949/1942/1942_870/

9. FRED KOREMATSU

<http://korematsuinstitute.org/institute/aboutfred/>

http://encyclopedia.densho.org/Fred_Korematsu/

10. HEART MOUNTAIN FAIR PLAY COMMITTEE [See Important Note on page 3]

http://encyclopedia.densho.org/Heart_Mountain_Fair_Play_Committee/

<http://www.kcet.org/socal/departures/columns/portraits/in-times-of-war.html>

APPENDIX F - Page 3: Courageous People/Groups

11. RALPH LAZO

<http://encyclopedia.densho.org/Ralph%20Lazo/>

<http://articles.latimes.com/2007/may/27/local/me-then27>

http://www.ncrr-la.org/news/stand_up_for_justice.html

<http://www.nps.gov/manz/learn/education/upload/Lazo%20R.pdf> (scroll down for Ralph Lazo information)

12. MITSUYE ENDO

http://encyclopedia.densho.org/Ex_parte_Endo/

<http://korematuoinstitute.org/institute/aboutfred/internmentcases/ex-parte-mitsuye-endo/>

13. WILLIAM C. CARR AND FAMILY

<http://www.rafu.com/2014/11/thank-you-carr-family/>

14. RALPH C. DILLS AND JOHN FRANCIS SHELLEY



In 1942, only two members of California's state legislature spoke out against the incarceration of Japanese Americans.

Ralph C. Dills and John Francis Shelley risked their reputation and their careers by taking this brave stance.

**Ralph C. Dills and
John Francis Shelley**

APPENDIX G
RUBRIC FOR PRESENTATIONS

NAME OF PRESENTER(S) _____

TOPIC _____

RUBRIC	Needs Work At the beginning stages; needs much work and development	Satisfactory Acceptable; shows some quality; needs work in several key areas	Very Good Above average; shows much quality; needs work in a few key areas	Distinguished Exemplary; meets all criteria with high quality and effort
	1	2	3	4
DELIVERY				
Eye Contact				
Voice Projection				
Enunciation; Clarity				
Confidence; Rehearsal evident				
Logical, easy to follow				
CONTENT				
Courageous act clearly explained				
Impact of act(s) on Japanese Americans [ESSENTIAL QUESTION]				
Consequence to person/group who acted				
Identification of Decision Point				
Indication that all members of group participated				
SUBTOTAL POINTS				

GRAND TOTAL NUMBER OF POINTS _____