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MANZANAR MUSLIM PILGRIMAGE

Content Learning Objective:

1. Students will draw upon their knowledge of Japanese internment during WWII to analyze similarities and differences between the treatment of Japanese-Americans during World War II and the treatment of Muslim-Americans after 9/11.
2. Students will draw their own conclusions from a comparison of such events.
3. Students will obtain a deeper understanding of such events through the use of primary source materials.
4. Students will consider whether something like Japanese Internment could happen again.

GRADES: 11 **SUBJECTS:** United States History

TIME REQUIRED: 4 class periods, can be broken into separate units

MATERIALS: Online media (<http://www.linktv.org/teachers>) computer with internet access, projector or SMARTboard, copies of worksheets

Overview: 13 minutes. In 2008, over 100 Southern California Muslims attended the 39th Annual Pilgrimage to Manzanar, a former internment camp where more than 10,000 innocent Japanese American men, women and children were held during World War II. The documentary highlights the Muslims' visit to Manzanar, and the friendships that subsequently formed between members of the Japanese American and Muslim American communities.

Prerequisite Knowledge: NONE

CA Content Standard 11.7.5: Students analyze America's participation in WWII

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Tasks and Activities Overview:

- **Day One:** Students will record notes and analyze the content of film *Manzanar Muslim Pilgrimage*.
- **Day Two:** Students will discuss their answers to questions about the film *Manzanar Muslim Pilgrimage* and ponder the question regarding whether or not it is ever justified to clamp down on civil liberties.
- **Day Three:** Students will analyze primary source materials regarding Japanese Internment. Students will then view the film, *Mistaken Identity*, regarding the treatment of Muslim-Americans after 9/11, and answer questions regarding this film. Students will write a journal about their own personal experience with someone making false assumptions about them.
- **Day Four:** Students will share their homework journals regarding false assumptions. Then, students will use their knowledge to compare and contrast the experiences of Japanese-American Internment and wartime hysteria in WWII and treatment of Muslim-Americans in the wake of 9/11. This will be done in the form of a vendiagram. Finally, students will contemplate whether they believe that something like Japanese-Internment could ever happen again.

Tasks and Activities in Detail:

Day One:

1. Teacher will remind students about the lessons previously taught regarding Japanese internment during the WWII.
2. Teacher will recall his/her experiences in reaction to 9/11
3. (For me, it was my first year teaching and that I watched these events with my Modern World Class, at school, as it was happening. I remember wondering how I would explain this to them and the fear I saw in their eyes as they watched. I also remember their reactions the next day, listening to the feelings it brought up for them. Finally, I realized what an important responsibility is was to be a teacher at such a time and how important it was for me to try and foster understanding rather than blind hatred and prejudice.)
4. Students will watch the Manzanar film and take notes of important points and facts from the film.
5. Students will discuss their impressions of the film in small groups (7 groups total)
6. Students will answer questions about the film in class and for homework. **[Table 1]**
7. A brief classroom discussion will follow, with students from each group sharing out one significant point from their smaller group discussions.

<h4><u>Independent Practice Day One:</u></h4>
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Students finish answering film question

Day Two:

1. Students will get in to smaller groups from yesterday. Each group will be assigned one of the first 7 film questions to focus on and report out. (The 9th questions will be reserved for open class discussion at the end.)
2. Each group reports on their question.
3. Class will discuss their answers to questions 1-7.
4. Class discussion of question #8 regarding clamping down on civil liberties.
5. Students will be given a homework ditto with instructions to visit primary source website.

[Table 2]

Independent Practice Day Two:

Visit the following website:

www.wisconsinhistory.org/teachers/lessons/secondary/internment.asp

Do the following:

1. Open the link to the Estelle Ishigo Watercolor Painting "Home." From viewing the painting record, on your handout, three impressions you have about life in a Japanese internment camp.

[Table 2]

2. Open the link to Excerpts from Oral Interview with Al Hida and read the entire interview.

Note that there are several pages to read in order to answer the related questions. [Table 2]

Day Three:

1. Students will discuss their homework ditto answers. [Table 2]
2. Teacher will recall the post-9/11 atmosphere in the United States.
3. Students will recall anything they remember from this time period.
4. Students will view the film *Mistaken Identity*, and answer questions. [Table 3]
5. Students will write a journal entry about a time when someone else made a false assumption about them and how it made them feel.
6. For homework, students will analyze what were these false assumptions based upon and whether fear and/or ignorance played a role in these false assumptions.

Independent Practice Day Three:

Students will complete journals and analysis of false assumptions.

Day Four:

1. Students will pair share journal entries.
2. A few students will share-out journal entries.
3. Teacher explains how we will now be using the information from studying Japanese Internment and post-9/11 discrimination against Muslim-Americans to create a Venn diagram in class. [Note: For Table 4 Vendiagram, see separate excel file]
4. Teacher asks for one example of a similarity and one example of a difference and records this on the vendiagram on the board.
5. Students then brainstorm, with a partner other similarities and differences and record them on their vendiagram dittos.
6. Using the student's vendiagrams, teacher and students fill out a combined vendiagram on the white board in class while students fill in missing points on their own vendiagrams
7. Class will discuss the similarities and differences.
8. Students discuss in pairs and then as a classroom the following question:

Considering what we have learned from our studies of WWII and post 9-11 America, do you think something like Japanese-Internment could happen again in the United States? Why? Why not?

Manzanar Muslim Pilgrimage Questions

1. In the film, one Japanese-American internee stated that what happened to them was a result of three factors: long-standing racism against Asians on the West Coast, wartime hysteria and a lack of political leadership. Drawing upon your historical knowledge, explain what you think he meant and provide one example of each:

- Racism against Asians in the Western United States:
- Wartime Hysteria:
- Lack of Political Leadership:

2. What happened to the property and other assets of Japanese Americans? What did the United States Government do help them in this regard?

3. Why do many of the Japanese-Americans interviewed in the film fear that something like this could happen again?

4. What parallels do they highlight between their treatment during WWII and the treatment of Muslim-Americans after of 911? What false assumptions were made about Japanese-Americans after the attack on Pearl Harbor? What false assumptions have been made about Muslim-Americans after 911?

5. Do you agree with the following two statements from the film? Please explain your responses.

- “The more people know about you, the less they fear you.” – *Muslim-American*
- “The Constitution is not self-activating. All these freedoms we love, we have to step-up and speak out and protect them.” - *Japanese-American Internee*

6. Today, how are Muslim portrayed in the American media? What do we know about the day-to-day lives of Muslim-Americans? How often do we hear the Muslim perspective?

7. From your own knowledge, name and describe the five pillars of Islam? If you don't know them, how might this affect your perceptions of Muslim-Americans? Does a lack of knowledge make us more or less vulnerable to believing what the media or others say about Muslims?

8. Do you believe that our government is ever justified in clamping down on civil liberties in the name of national security? If not, why not? If yes, under what circumstances and to what extent might this be justified?

Questions from Wisconsin Historical Website on Japanese American Internment

www.wisconsinhistory.org/teachers/lessons/secondary/internment.asp

1. Open the link to the Estelle Ishigo Watercolor Painting "Home." From viewing the painting record, on your handout, three impressions you have about life in a Japanese internment camp.

a.

b.

c.

Now return to the main page of the website and click on the interview with Al Hida. First read the questions below and then, as you read, respond to them. Read the entire interview.

1. When asked about how he felt regarding FDR's announcement that those of Japanese ancestry were to be interned, he noted that he was in the 7th grade and learning about the Constitution. What is ironic about this fact?

2. What does he say about the process of naturalization for Asian peoples as opposed to those of European decent, such as German or Italian?

3. Should the Constitution be applied differently to people based upon their race or place of origin?

4. From what we have learned about U.S. History, what do you think caused our government to apply the rights differently to different people?

5. Name two other groups of people in the United States in the 1940's who did not receive equal protection of the law.

6. Describe three kinds of discrimination that those of Japanese or Asian ancestry faced at this time, according to Mr. Hida.

a.

b.

c.

7. Describe something that stood out to you from Mr. Hida response regarding what camp life was like.

8. How did Japanese internment affect people's lives after they were released? Could they just go back to their lives as they were before interment?

Mistaken Identity Questions

1. What misconceptions about Islam does Jamaal highlight?

2. According to this film what kinds of persecution do Muslim-Americans face on a daily basis?

3. What does Jamaal say about Osama Bin Laden in relation to Islam and the Koran's views on violence?

4. Why do you think Jamaal named this film *Mistaken Identity*?

For Homework:

- a. Write a journal entry (8-10 sentences) about a time when someone made a false assumption about you. Explain in the journal how this made you feel?
- b. After you have written the journal, analyze (3-5 sentences) what you think caused that person to make false assumptions about you. Did fear play a factor? What about ignorance? Did racial, ethnic or religious assumptions play a role?

Vendiagram

Japanese-American Internment	Similarities	Treatment of Muslim-Americans, post 9/11