

Fred Korematsu - Asian American Civil Rights Movement

Student Directions

Goals:

To meet Minnesota State Standards:

- 9.4.4.22.5 Explain the roots of the various civil rights movements, including African American, Native American, women, Latino American and Asian American
- 9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups
- 9.4.4.22.7 Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 70s; explain their connections to current events and concerns

Essential Question:

Who is Fred Korematsu and what is his significance to the Asian American Movement?

How has the Asian American movement evolved from the 1940's to the present?

Directions:

You have chosen to investigate Fred Korematsu with the Asian American Civil Rights movement. You will have two days to analyze articles, videos and interviews to find out more about Fred Korematsu and the Asian American Civil Rights movement. You should access at least two of the resources for each one of the categories on the graphic organizer and analyze them to pull out specific information about the movement. The resources are linked directly into the graphic organizer and you can add your notes directly to the graphic organizer.

You will have at least one day to synthesize the information you pulled out of the resources to show what you know. You will..... The directions are below the graphic organizer.

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What were the roots of Korematsu's suit and the Asian American Movement?	
Executive Order 9066: The President Authorizes Japanese Relocation	
Executive Order 9102 Establishing the War Relocation Authority	
Instructions to All Persons of Japanese Ancestry	
Court Case Details	
Interview with Fred Korematsu	
Fred Korematsu Institute	
General Information on the Asian American Movement	
What were the obstacles Korematsu faced?	
Fred Korematsu Institute	
Fred Korematsu Interview (2002)	
What are the tactics Korematsu used during his struggle?	
Fred Korematsu Institute	
Fred Korematse PBS	

Of Civil Wrongs and Rights Video Clip	
What will be the legacy/lasting effects of Fred Korematsu?	
Fred Korematsu Institute	
NY Times Article - Death of Korematsu	
LA Times article	
NPR on Fred Korematsu - Audio and Text	

Showing What you Know:

Lesson Abstract:

Students will create an interactive timeline that follows the court case of Korematsu vs the United States of America. This will allow students to explore in depth the Asian American Movement from interment through the post 9/11 racial relations. This unit will largely be student guided work on the timeline using prez.com or any other website that the teacher feels will be suitable to create the timeline. A number of extension activities will be offered at the end of these plans.

Materials: Graphic Organizer for note taking; Resource Bank; Access to computers or ipads with internet access.

Day One

Warm up: Explain that the roots of the Asian American movement trace back deep into U.S. history. For this unit, we will be following the journey of Korematsu and his fight against the United States Supreme Court for Japanese Internment during WWII. Ask students what interment means and open up a brief discussion on why internment happens and the different types of interment that happened world-wide. Show the video segment on Korematsu and the Asian American Movement. Discuss with students what they already knew about Japanese internment, and if anything from the video was new or surprising to them. Discuss why they know more about internment of say, the Jews during the Holocaust, instead of the Japanese in the U.S. during the War.

Activity: Explain that students will create an interactive timeline on Prezi to follow the development of the U.S. vs Korematsu case and divide class into small groups to complete the task.

Distribute the Graphic Organizer and direct the students to the resource bank on this topic. Inform them that these resources, while plentiful are not exhaustive and if they wish, they can find additional resources to use.

Divide students into groups of 3 or 4. Direct students to log into Prezi.com and create a new Prezi. This is where they will be creating their interactive timeline. The remainder of the hour will be spent focused on researching and developing the beginning part of the timeline: The Executive Order 9066, internment, and the beginning of the court case in 1944.

Closer: Exit Slip No. 1

Day Two

Warm up: Discuss with students what they know about the Civil Rights Movement in the 1960's. Ask students how, after a civil rights victory in 1964, the Asian American's can use the success of African Americans to their advantage.

Activity: Direct the students back to their resource bank and their Prezi. Today they will focus their research on the Civil Rights Act in 1964 and the effects it had on the Asian American Movement, especially the Japanese in terms of the court case. Student will also include Yuri Kochiyama's involvement in the Post-Civil Rights Act Asian American Movement. Include her 1976 victory when Gerald Ford issued Proclamation 4417 stating the Japanese Internment was a mistake.

Closer: The students, as a group, will submit 5 of their 10 questions for their end-of-timeline quiz for the teacher to review. They will get them back the next day.

Day Three

Warm Up: Today is the final day of the unit. Before students get to work on their timeline, ask them:

- What have they learned so far that has been most surprising?
- Predict what happens with the Asian American Movement after Proclamation 4417.

The teacher can either have students do a 2 minute quick-write at the beginning of class, or simply have a discussion.

Activity: Today students will complete their timelines today. They should start with the 1984 victory in Federal Court for Fred Korematsu. They will include in their timelines the 1988 Civil Liberties Act and the apology from Congress to the interned Japanese Americans. After the 9/11 attacks in New York City, Fred Korematsu's call not to discriminate against Muslims shows his continued involvement with racial discrimination in the U.S. Students should use this as a platform to include in their timeline current racial tensions in America, and the current state of Asian American relations within the U.S.

Closer: Students should submit their Prezi to the teacher before leaving. Students should also submit Exit Slip No. 3 before leaving.

Extension Activities

- Courtroom simulation: Have students research and act out the Korematsu court case.
- Philosophical Chairs: This is a debate style activity. This can be used to address issues of internment or discrimination. Questions can revolve around whether or not exclusion, interment, or other types of persecution is acceptable after national tragedies such as Pearl Harbor or 9/11.
- Chinese Exclusion Act: The Chinese Exclusion Act can be explored as well as a vehicle for Asian discrimination. Students can trace the steps of the Act and the effects on Asian Americans in the country.
- Current Event on Asian Exclusion: Students should find a current event that deals with Asian American discrimination or Asian immigration into America. They can either write a summary, or present it to class.