



Fred Korematsu, age 4; Photo courtesy of Karen Korematsu.

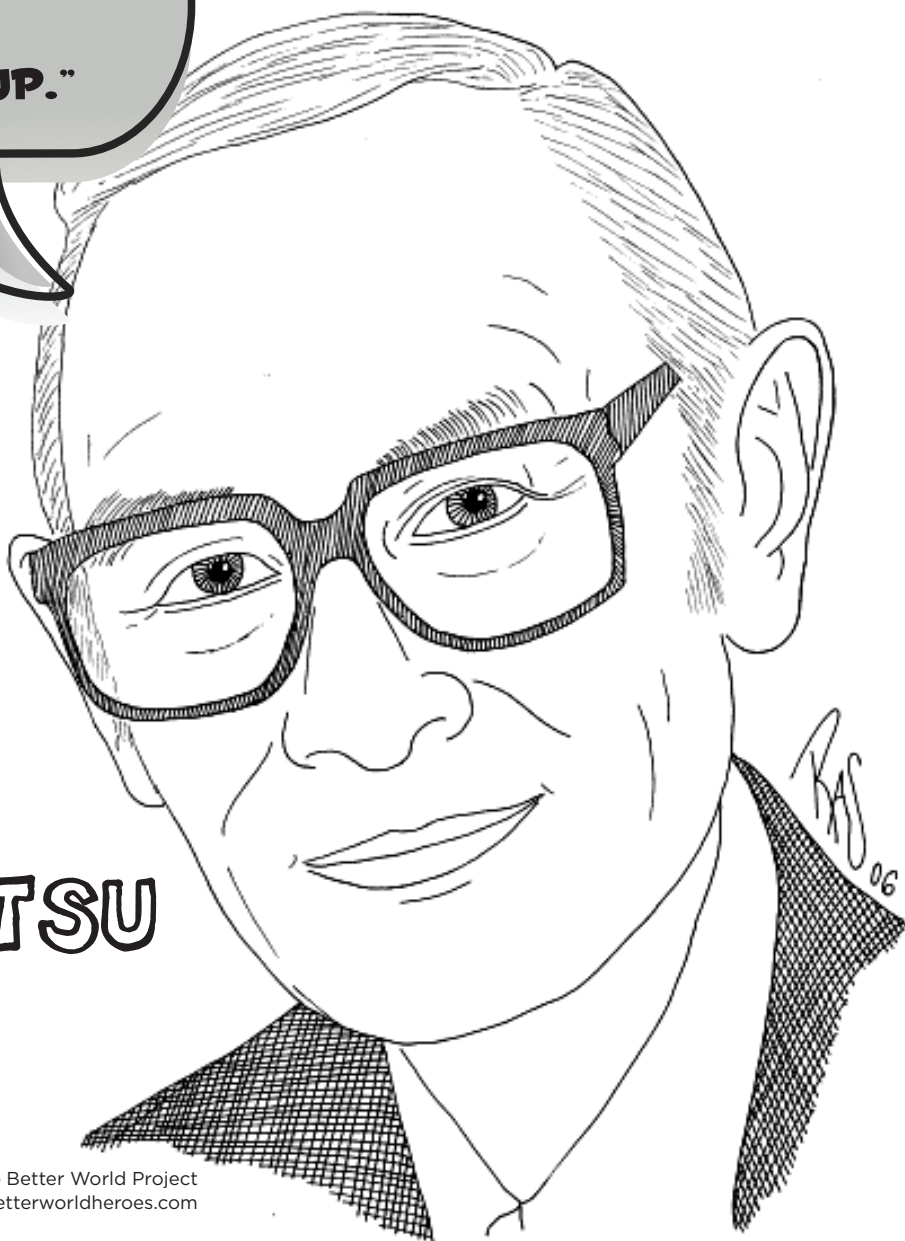
Elementary School

ACTIVITIES AND LESSON PLANS

BE A HERO FOR A BETTER WORLD!

**"IF YOU HAVE THE FEELING
THAT SOMETHING IS
WRONG, DON'T BE
AFRAID TO SPEAK UP."**

**FRED
KOREMATSU**



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www.betterworldheroes.com

One-Page Biography

From the Korematsu Institute



Photo courtesy of Karen Korematsu

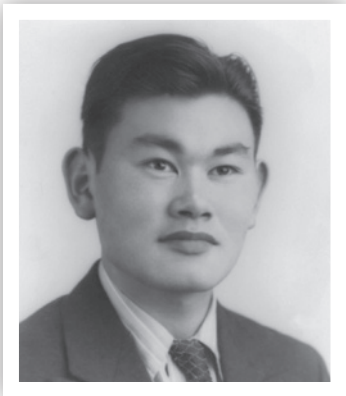


Photo courtesy of Karen Korematsu



Photo by Shirley Nakao.

Who was Fred Korematsu?

- Fred was born in Oakland, California on January 30, 1919.
- His parents came to the U.S. from Japan and Fred was proud of being Japanese American.
- Fred loved hot dogs and baseball.
- In 1941, Japan attacked the American base at Pearl Harbor. There was fear in the United States.
- The U.S. government decided that Japanese Americans could not be trusted. They forced all Japanese Americans to live in prison camps. Each person could carry only two suitcases to the camps. Japanese Americans had done nothing wrong!
- Fred didn't think this was fair. He had lived in the U.S. his whole life! Fred refused to go to the prison camps, but was caught and sent to one of the camps.
- Fred knew the government was wrong. He went to court to prove it! Finally, in 1983, almost 40 years later, Fred won his case! He proved that the government should not have put Japanese Americans into prison camps.
- Sadly, Fred passed away in 2005. In 2010, California passed a day named after him. Every January 30 is Fred Korematsu Day! January 30 was Fred's birthday.
- Fred believed in equal treatment for people of all backgrounds. He said, "If you have a feeling that something is wrong, don't be afraid to speak up!"

Fred Korematsu Elementary Overview

Adapted from a presentation created by the Fred T. Korematsu Discovery Academy in Oakland, CA

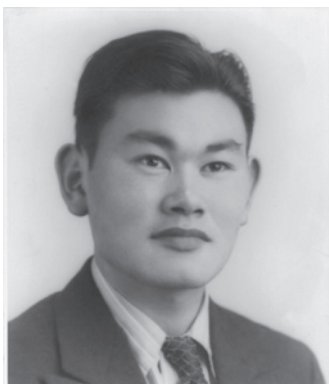


Photo courtesy of Karen Korematsu

Who was Fred Korematsu?

Fred Korematsu grew up in Oakland, California

Fred was born in Oakland, California on January 30, 1919.

His parents came to the United States from Japan. He was proud of being Japanese American.



Photo courtesy of Karen Korematsu

Fred Korematsu was an all-American kid

Fred loved hot dogs and baseball.

In high school, Fred was on the tennis, swimming, and track teams.

WAR DECLARED ON JAPAN BY U.S.



Photo: U.S. National Archives

World War II comes to American soil

In 1941, Japan attacked Pearl Harbor.

There was great fear in the United States.

Fred Korematsu Elementary Overview

Adapted from a presentation created by the Fred T. Korematsu Discovery Academy in Oakland, CA

[continued]

Hysteria against people of Japanese descent

The United States government decided that all people of Japanese descent living in the United States could not be trusted.

Executive Order 9066

The government ordered all Japanese Americans to leave their homes and live in prison camps.

A person could only carry two suitcases of clothing to the prison camps.

Many Japanese Americans lost their homes and their businesses.

Prison conditions were harsh

The prison camps were surrounded by barbed wire. Soldiers with guns watched them from tall towers.

No Charges, No Trial, No Due Process of Law

Japanese Americans had done nothing wrong to deserve this treatment.

They were never charged with a crime and never received a trial.

Fred Korematsu challenged Executive Order 9066

Fred did not think it was fair for all Japanese Americans to be treated like the enemy.

He was a Japanese American who loved his country. He had lived in the US his whole life!

Fred refused to go to the prison camps, but he was caught and put in jail.



Photos: National Archives and Records



Fred Korematsu Elementary Overview

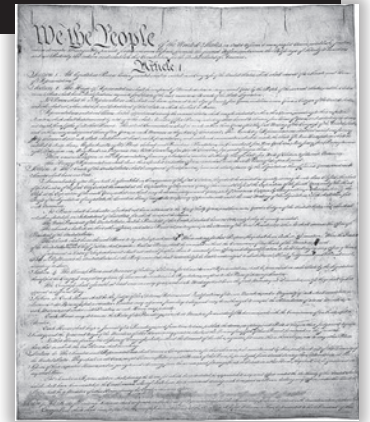
Adapted from a presentation created by the Fred T. Korematsu Discovery Academy in Oakland, CA

[continued]

Fred Korematsu lost his trial, but he never gave up hope

Fred knew the United States government was wrong. He went to court to prove it!

Even though he lost his case in 1944, he never gave up his hope for justice.



Fred Korematsu believed in the Constitution

He knew the government was wrong in putting 120,000 Japanese Americans in prison camps for no other reason than because they were of Japanese descent.



Fred Korematsu had the courage to stand up for what was right

Fred Korematsu said, "If you have a feeling that something is wrong, don't be afraid to speak up!"

Photo by Shirley Nakao

Finally, justice prevails for Fred Korematsu!

Finally in 1983, almost forty years later, Fred won his case!

The government said that they had made a mistake when they put all of the Japanese Americans in prison.

Fred Korematsu is an American Hero!

In 1998, the President of the United States, Bill Clinton, gave Fred the Presidential Medal of Freedom because Fred never gave up thinking and talking about what he knew was right!

Fred believed in equal rights for all of all races and religions.

Sadly, Fred Korematsu passed away in 2005. He is an inspiration for us all!

In 2010, California passed a day named after Fred. Every January 30 is Fred Korematsu Day! January 30 was Fred's birthday.



Photo courtesy of the William J. Clinton Presidential Library

Honoring Fred Korematsu

We must stand up for what is right and fair.

We must stand up for the equality of all people.

Fred T. Korematsu Institute for Civil Rights and Education

Suggested Activities for Grades K-5

From the Fred T. Korematsu Discovery Academy in Oakland, CA

Note: War and injustice are difficult concepts for younger students to grasp. That said, teachers can use activities that engage the five senses (especially the visual), that model positive behavior for kids, or that draw from experiences they can relate to (ie using an example of cutting in line to talk about fairness). Here is a list of other activities that teachers at the Fred T. Korematsu Discovery Academy have conducted in their classrooms:



A collage made in a 4th grade class at McKinley elementary in San Leandro. Photo courtesy of the Korematsu Institute.

Discuss	Discuss how Fred Korematsu fought for fairness, and spoke up when he saw that something was wrong. “If you have the feeling that something is wrong, don’t be afraid to speak up,” Fred Korematsu once said.
Read	Read the “Fred Korematsu Elementary Overview” found in the elementary section of this guidebook.
Sing	Sing Bob Marley’s song, “Get Up, Stand Up,” and perform a choreographed dance where students stand up and sit down.
Color	Color-in the drawing of Fred Korematsu provided in this teaching guide.
Write a letter	Write each letter of Fred Korematsu’s name on different pieces of paper, then mix up the letters and challenge students to put all of the letters in the correct order.
Collages	Make collages using images of Fred Korematsu.
Re-enact	Re-enact a piece of history by telling students they have one day to pack before being sent to a camp indefinitely. Like the WWII incarcerated, they are not allowed to take any cameras or electronics, and they can only pack what they can physically carry themselves. What would they take? Students can make a list of items, or draw the items on their list.
Write	Write captions for photos of Fred Korematsu and the Japanese American incarceration camps.
Mock trial	Stage a mock trial based on the basics of Fred Korematsu’s case. Should Japanese Americans, based solely on their race, have to be imprisoned?

Fred T. Korematsu Biography—elementary level

From the Korematsu Institute



Fred Korematsu, age 4. Photo courtesy of Karen Korematsu.

Fred Toyosaburo Korematsu was born in Oakland, California, on January 30, 1919. He was the third youngest brother of four brothers. His parents were immigrants from Japan, and they owned a flower-growing business in Oakland, California.

Japan bombed Pearl Harbor on December 7, 1941. The government feared that people already living here would help Japan with another attack on the US. Two months later, President Franklin Roosevelt gave the military permission to force 120,000 Japanese Americans out of their homes and into prison camps. There were no charges, no trials and no evidence that Japanese Americans had done anything wrong.

Fred Korematsu refused to go to the camps because he wanted to continue living as a regular American citizen. On May 30, 1942, he was arrested on a street corner in San Leandro, California, and taken to jail. He was found guilty of disobeying the law, and sent to Topaz, Utah, to live in one of 10 prison camps for Japanese Americans.

But Korematsu continued to fight his unfair conviction by taking his case all the way to the Supreme Court. Unfortunately, the Supreme Court decided in 1944 that it was okay to put Japanese Americans in prison camps. Even though Japanese Americans were not given any fair trials, the Court said that the camps were not racist, and that locking up Japanese Americans would keep the country safe.

After World War II, Korematsu tried to live as a regular American citizen again. He married his wife, Kathryn, and together they had a daughter, Karen, and a son, Ken.

In 1983, Korematsu found a way to re-

open his case. He and his lawyers proved that Japanese Americans did not do anything wrong and did not deserve to be locked up in prison camps. That year, Korematsu's conviction was overturned—his record had been cleared! That day, Korematsu spoke in court: "I would like to see the government admit that they were wrong



Fred Korematsu and his legal team, upon re-opening his case in 1983. Photo courtesy of the Asian Law Caucus.

and do something about it so this will never happen again to any American citizen of any race, creed or color."

In 1988, President Ronald Reagan signed a bill to apologize to Japanese Americans who had been held in the camps, and pay them money to help make up for the belongings, homes, businesses and time they lost when they were kept in the camps.

After 9/11, Korematsu continued to speak up and fight for fairness. He did not want Arab and Muslim Americans to be discriminated against just because Muslim extremists from other countries were responsible for the attacks on 9/11.

In 1998, Korematsu received the Presidential

Fred T. Korematsu Biography—elementary level

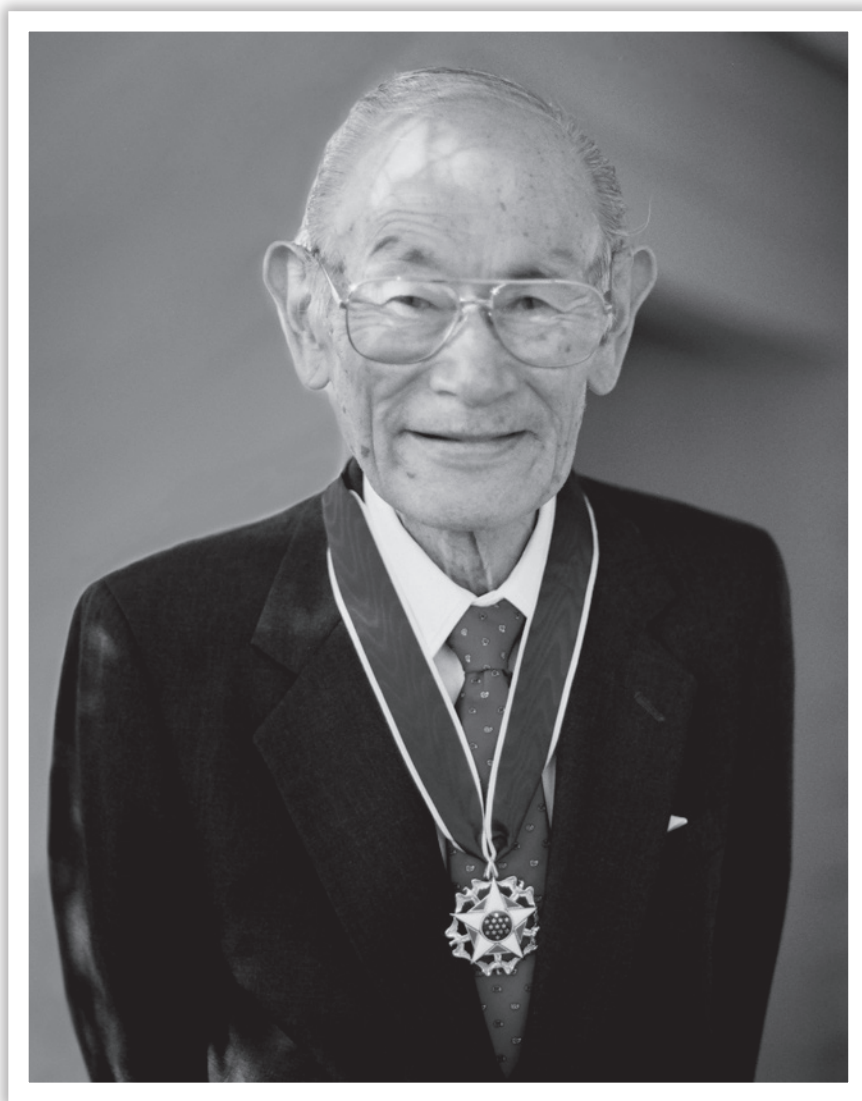
From the Korematsu Institute

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Medal of Freedom, the nation's highest honor for people who are not in the military. When President Clinton introduced Korematsu, he said, "In the long history of our country's constant search for justice, some names of ordinary citizens stand for millions of souls ... Plessy, Brown, Parks ... To that distinguished list, today we add the name of Fred Korematsu."

Fred Korematsu died on March 30, 2005 at the age of 86. Since then, several organizations and

schools have been named after him. In September 2010, California Governor Arnold Schwarzenegger signed a bill to officially make January 30 (Korematsu's birthday) "Fred Korematsu Day of Civil Liberties and the Constitution." Fred Korematsu Day is a day of special recognition when teachers around California are encouraged to teach Korematsu's story and why it is important today. It is the first state day in the US named after an Asian American.



Fred Korematsu wearing the Presidential Medal of Freedom. Photo by Shirley Nakao.

Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio, 4th grade teacher at James Madison elementary school in San Leandro, CA and Karla Ball, 4th grade teacher at McKinley elementary school in San Leandro, CA

Note: This unit incorporated lessons based on Fourth Grade Language Arts and Social Studies Curriculum. It was taught over a four-week period at two different schools in the same district. The schools came together and had a culminating event in September, 2010, when they hosted a panel that featured:

Karen Korematsu, daughter of Fred Korematsu

Ling Woo Liu, director of the Korematsu Institute

Peter Irons, legal historian and part of the legal team that overturned Korematsu's conviction in 1983

Stan Yogi, co-author of the book, *Wherever There's a Fight: How Runaway Slaves, Suffragists, Immigrants, Strikers, and Poets Shaped Civil Liberties in California*

Objectives

- Students will be able to explain that U.S. citizens have rights and responsibilities.
- Students will be able to explain the reasons and justification for incarcerating Japanese Americans in camps during World War II. They will build a timeline to show the events along this period of history.
- Students will combine a portfolio of work to show the experience of Fred T. Korematsu.

Content Standards

Reading Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.1 Read narrative and expository text loud with grade-level fluency and accuracy and with appropriate pacing, intonation and expression.

Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify structural patterns found in informational text
- 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
- 2.5 Compare and contrast information on the same topic after reading several passages or articles.
- 2.6 Distinguish between cause and effect and between fact and opinion.

Literary Responses and Analysis

- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio and Karla Ball

[continued]

Writing

Writing

- 2.2 Write responses to literature. Demonstrate an understanding of the literary work. Support judgments through references to both the text and prior knowledge.

Listening and Speaking Strategies

Comprehension

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

History - Social Science

- 4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- 4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development.
- 4.5.1 Discuss the U.S. Constitution is and why it is important.
- 4.5.2 Understand the purpose of the California Constitution, its key principles and its relationship to the U.S. Constitution.

Essential Questions

- What are types of journeys and how do they change an individual? (Voluntary vs. Involuntary- Emotional and Physical)
- How do people adapt to their surroundings in different situations? (Adversity - Change, Circumstances, Environment, Situations, Strategies)
- How do people hold on to their identity in various situations? (Perspective - Interests, Ethnicity, Nationality, Culture)
- What is justice? (Right vs. Wrong, Fairness, Morals, Values) Sometimes injustices happen around differences ... and we must fight to restore justice.

Prior Knowledge

Our students have had lessons on the four through lines of Journeys, Adaptations, Identity and Justice. We used a Conceptual Content Dictionary Lessons to form these ideas, as we are continuing to use them as our yearly themes.

Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio and Karla Ball

[continued]

Materials

- *When Justice Failed: The Fred Korematsu Story*, by Steven Chin
- *Wherever There's a Fight: How Runaway Slaves, Suffragists, Immigrants, Strikers, and Poets Shaped Civil Liberties in California*, by Elaine Elinson and Stan Yogi
- Online sources such as Fred Korematsu's biography on www.korematsuinstitute.org (elementary-level biography/overview is included in this teacher's guide)
- Photos used were from <http://www.sfmuseum.org> (World War II events, Military Zone political cartoon: <http://www.sfmuseum.org/hist8/editorial4.html>)
- Civilian Exclusion Order No. 92

Activities

- **Experience Activity:** Free time vs. Sit still and does nothing group. Teacher randomly selects students to go to a corner of the room and tells them to sit still without talking. Teacher tells students that they will not go to recess or lunch today and that they will have to watch what the rest of the class is doing. Teacher explains to the rest of the class that they can have any free choice activity they would like and that they will get extra recesses. After about 5 to 10 minutes, Teacher stops the activity and brings both groups together to discuss what has happened. Discussion leads to what it feels like to be in a discriminated group. After this activity pictures were shown of the bombing of Pearl Harbor, as well as other war time photos
- **Pack up and go Activity:** After reading the first few chapters of *Journey to Topaz*, Teacher announces to class that they are to pack up and go in 10 minutes to the incarceration camp. Students are given a piece of paper to draw the items that they would take. It should be stated that electronics of any type are not allowed in camp, as well as weapons. They should be reminded that they have to carry their own luggage After doing this quick time activity, Students make luggage for their drawing.
- **Conceptual Content Dictionary:** incarceration, equity, justice, as well as other Student suggested vocabulary. This is a whole class activity. On board or chart paper, divide into four columns.



Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio and Karla Ball

[continued]

Activities

Research groups of 4 to 6 work together with Teacher guidance to create the table. Teacher gives the real meaning, but all groups suggest definitions for the prediction and Sentence sections. Teacher uses this time to discuss word roots, affixes, etc. Vocabulary Words may be used as a signal words to get attention of the class.

Word	Predict the Meaning	Real Meaning	Sentence

- Teacher shows a series of photos from World War II, from San Francisco Museum website either by document reader or overhead projector transparencies.
- Guiding questions for photos:
 - Is this photo indoors or outdoors?
 - What objects and/or structures do you see?
 - How many people do you see? Men? Women? Children?
 - How are the people dressed?
 - Are these people family members?
 - What emotions do you see or sense?
 - Is there something in the photograph that might trigger emotions?
 - What is the setting? Where and when does this take place?
 - Why might the photo been taken?
 - What title would you give this photo?
- Show political cartoon "Military Zone" Students reflect upon cartoon by sentence starters - I see... I think... I wonder...
- Discuss the World War II Timeline to focus on when and where the events took place.
- Class reads material about Fred T Korematsu articles, passages from books as whole class, in groups and in pairs.
- Students build a folder about Fred Korematsu and his life experiences

Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio and Karla Ball

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Activities

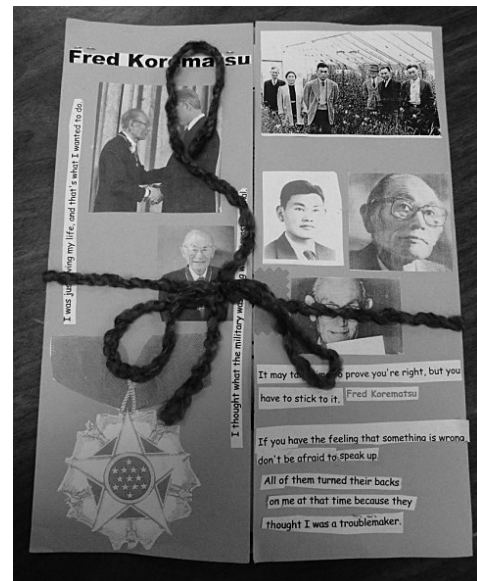
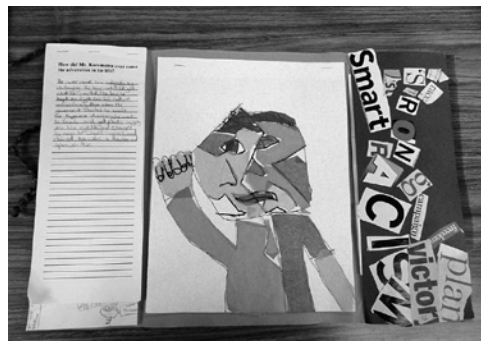
Centerpiece of the folder - Review the Portraits of Pablo Picasso in this lesson and create a portrait of Fred Korematsu using line and color to express his emotions and character. Students write a paragraph to describe the portrait.

Left side of folder - Students write answers to three questions. These are placed with a timeline cartoon the students create based on events that happened about the time Fred Korematsu was arrested and sent to the incarceration camp.

Right side of folder - Students fill in chart and give examples that show how the themes, Journeys Adaptations, Identity and Justice, occurred in the life of Fred Korematsu. Placed on top of the Theme Chart is a character traits strip, where students select words and/or letters to create words from magazines and newspapers using descriptive language (Character Traits Chart, included).

Outside of folder - The folder is put together and decorated with pictures and Fred Korematsu quotes. It is tied together with yarn.

- After all students complete their folder, set them out for a gallery walk so that they can see and appreciate each other's work. They can take post-its and write complements to each other about what they have learned or revisit the sentence starters, I see... I think... I wonder...



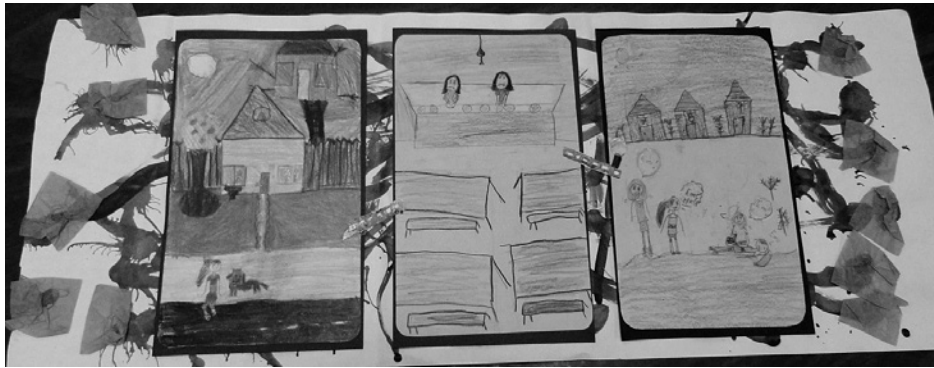
Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio and Karla Ball

[continued]

Activities Beyond

- Read the novel, *Journey to Topaz* by Yoshiko Uchida with this unit, and draw pictures of the three settings in the book. Put them together on a scroll background.



- This unit can be used with Houghton-Mifflin fourth grade units of Journeys and Heroes.
- Research the war in Europe. Go to the Anne Frank museum online to learn about another type of involuntary journey.
- Character Compare Contrast Charts - Compare the experiences of Yuki, a fictional character, in *Journey to Topaz* to a real life girl, Anne Frank

Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio and Karla Ball

[continued]

Name of student: _____ Date: _____

How did Mr. Korematsu overcome the adversities in his life?

What can we learn from Mr. Korematsu?

How did his actions make a difference?

Korematsu 4th Grade Lesson Plan: Journeys, Adaptations, Identity and Justice

Courtesy of Heather DiMaggio and Karla Ball

[continued]

Pablo Picasso
1881-1973
Spain




CUBIST STYLE OF PAINTING

Analyze shapes that are translated into images

150 CHARACTER TRAITS

Adventurous	Compulsive	Fancy	Irresponsible	Plain	Simple-minded
Aggressive	Conceited	Fearful	Jealous	Pleasing	Social
Ambitious	Confident	Fearless	Joyful	Poor	Smart
Analytical	Conscientious	Friendly	Kind	Popular	Sneaky
Angry	Content	Fun loving	Lazy	Prejudice	Spiritual
Annoying	Controlling	Funny	Leader	Prim	Strong
Anti-social	Cooperative	Generous	Likeable	Proper	Studious
Apologetic	Courageous	Gentle	Loveable	Proud	Successful
Appreciative	Crazy	Grateful	Loving	Quiet	Superficial
Argumentative	Cunning	Gullible	Mature	Reserved	Talkative
Arrogant	Curious	Happy	Mean	Resourceful	Thankful
Assertive	Creative	Hard working	Messy	Respectful	Thoughtful
Athletic	Dainty	Helpful	Mischievous	Responsible	Thrifty
Boastful	Daring	Honest	Modest	Rich	Temperamental
Bold	Deceitful	Hostile	Moody	Rude	Timid
Bossy	Demanding	Humble	Naïve	Sad	Tireless
Brave	Dependable	Humorous	Neat	Sarcastic	Trustworthy
Bright	Dependent	Imaginative	Nervous	Self-centered	Unfaithful
Busy	Disagreeable	Immature	Optimistic	Self-confident	Unselfish
Caring	Dishonest	Impulsive	Passive	Selfish	Vain
Charismatic	Dreamer	Independent	Patient	Sensitive	Violent
Charming	Egotistical	Innocent	Patriotic	Serious	Wild
Cheerful	Energetic	Insecure	Persistent	Short-tempered	Witty
Combative	Evil	Intelligent	Personable	Shy	
Compassionate	Faithful	Inventive	Pessimistic	Sincere	

Korematsu 5th Grade Lesson Plan: He Fought for his Rights

Courtesy of Tuhfa Ali, former 5th grade teacher, Fred T. Korematsu Discovery Academy, Oakland, CA

Lesson Title

Fred T. Korematsu:
He fought for his rights as a citizen of the United States,
and the right of all citizens to be treated equally

Objectives

- Students will discuss the rights of US citizens.
- Students will examine grounds for Korematsu's refusal to go to the incarceration camps
- Students will respond to a writing prompt

Grade Level

5

Lesson

- **Hook:** Teacher will arbitrarily choose color of shoes or shirt to divide the class into 2 groups [groups A and B], being sure that one group will be smaller than the other.
- Teacher will start telling the students that the larger group [Group A] will enjoy some privileges, like longer recess, right to watch a video, free time etc, while the smaller group [Group B] will do writing assignment—till Group B is vehemently opposing this discrimination.
- Teacher will explain that this is how a discriminated group feels.
- Teacher will explain that all US citizens have the same rights and these rights cannot be infringed upon.
- A discussion of the rights of US citizens and our democratic ideals will follow [Our democratic ideals are: justice, equality, life, pursuit of happiness, liberty, common good, diversity, truth, popular sovereignty, patriotism].
- Teacher will talk about incarceration camps and Fred T. Korematsu's refusal to go to camp.
- Students will respond to a writing prompt.
- Students will regroup as a class and discuss their ideas about Korematsu and what they thought about his actions.

Product

Response to writing prompts

Korematsu 5th Grade Lesson Plan: He Fought for his Rights

Courtesy of Tuhfa Ali, former 5th grade teacher, Fred T. Korematsu Discovery Academy, Oakland, CA

[continued]

FRED T. KOREMATSU WORKSHEET

Name of student: _____ Date: _____

How does it feel if someone discriminates against you? _____

How do you think Fred T. Korematsu felt when his family was incarcerated? _____

Korematsu 5th Grade Lesson Plan: Who is an American?

Courtesy of Tuhfa Ali, former 5th grade teacher, Fred T. Korematsu Discovery Academy, Oakland, CA

Guiding Questions

Who is an American? Who is viewed as a “real” citizen?

Lesson Title

Fred T. Korematsu: He fought for his rights as a citizen of the United States, and the right of all citizens to be treated equally

Objectives

- Students will discuss the removal of Fred T. Korematsu’s family to incarceration camps
- Students will examine grounds for Korematsu’s refusal to go to the incarceration camps
- Students will examine this in light of lesson on the rights and responsibilities of a US citizen
- Students will prepare, with a partner, a poster or report on the life of Korematsu and his struggle for his rights as a US citizen

Grade Level

5

Content Standards

US History and Geography

- 5.7.4: Students understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the President, and the Supreme Court with those reserved to the states
- 5.7.5: Students discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution

English Language Arts Standards

- Reading Comprehension: 2.3: Use strategies while reading. 2.5: Distinguish facts, inferences and opinions
- Writing: 1.2: Create multiple-paragraph expository compositions. 1.4: Create text using electronic media

Prior Knowledge

- Discussion of the rights of US citizens and the responsibilities that come with those rights.

Materials

- *Reflections: The United States: Making of a New Nation*. Harcourt School Publishers: lessons “Bill of Rights”, “Rights of Citizens”, pages: 445, 462, 463
- Fred Korematsu biography [Korematsu Institute teaching guide or www.korematsuinstitute.org]
- Fred Korematsu quote: “If you have the feeling that something is wrong, don’t be afraid to speak up”
- Fred T. Korematsu Worksheet (Included)

Korematsu 5th Grade Lesson Plan: Who is an American?

Courtesy of Tuhfa Ali, former 5th grade teacher, Fred T. Korematsu Discovery Academy, Oakland, CA

[continued]

Time	2-day lesson: 40 minutes each day
Lesson	<ul style="list-style-type: none"> • Hook: Teacher will arbitrarily choose color of shoes or shirt to divide the class into 2 groups [groups A and B], being sure that one group will be smaller than the other. • Teacher will start telling the students that the larger group [Group A] will enjoy some privileges, like longer recess, right to watch a video, free time etc, while the smaller group [Group B] will do writing assignment—till Group B is vehemently opposing this discrimination. • Teacher will explain that this is how a discriminated group feels. • Teacher will explain that all US citizens have the same rights and these rights cannot be infringed upon • Teacher and students will recap lesson about citizen's rights, and briefly discuss World War II and the Japanese involvement. • Teacher will talk about incarceration camps and Fred T. Korematsu's refusal to go to camp, pass out the handouts on Korematsu. • Working with a partner, students will read the handouts and complete the Fred T. Korematsu worksheet • Students will regroup as a class and discuss their ideas about Korematsu and what they thought about his actions. • Using the materials they have and the electronic media, students will work with their partner and make a poster, about the rights of citizens, and about Korematsu's life.
Product	Fred T. Korematsu Poster
Assessment	<ul style="list-style-type: none"> • Ongoing observation • Fred T. Korematsu worksheet • Poster
Parent/ Grandparent Interview	[This is useful if most of the students in your room are the children or grandchildren of immigrants. Otherwise, you may change this to suit the population of your classroom]

Korematsu 5th Grade Lesson Plan: Who is an American?

Courtesy of Tuhfa Ali, former 5th grade teacher, Fred T. Korematsu Discovery Academy, Oakland, CA

[continued]

PARENT/GRANDPARENT INTERVIEW

Name of student: _____ Date: _____

Name of parent/grandparent: _____

Which country are you originally from? _____

Are you the first person from your family to come to live here? Yes No

If No, then how many years ago did your family come to the US? _____

If Yes, then which year did you come to the US? _____

Did/do you ever feel discriminated against? Can you tell me about a particular incident?

I will tell you about some of the rights of a US citizen. Which ones are most important to you?

1. _____

2. _____

3. _____

What do you think are the responsibilities of a citizen or a person living in the US?

1. _____

2. _____

3. _____