

Franklin D. Roosevelt



Courtesy of the National Archives and Records Administration

Franklin D. Roosevelt (32nd President: 1933-1945)



PART ONE: “The only thing we have to fear is fear itself”

A Multi Passage, Multi Media Text Set

Written Texts:

Passage #1: Franklin D. Roosevelt. “Inaugural Address” (1933)

Source: The American President Project

URL: <http://www.presidency.ucsb.edu/ws/index.php?pid=14473>

Lexile: 1170

Placement: Complex

Word Count: 1885

Passage #2: Franklin D. Roosevelt. “Fireside Chat Recovery Program.” (1933)

Source: National Archives

URL: <http://docsteach.org/documents/593345/detail>

Lexile: 1300

Placement: More Complex

Word Count: 2958

Visual Texts:

Visual Text #1 **Painting:** Painting: Conrad A. Albrizio: titled "The New Deal"

Source: National Archives

<http://research.archives.gov/description/196024>

Visual Text #2 Photograph: Dorothea Lange (Photographer) “Migrant Mother Series”
Source: Library of Congress
<http://lcweb2.loc.gov/pnp/ppmsc/00200/00230r.jpg>

Visual Text #3 Photograph: Dorothea Lange (Photographer) “Migrant Mother Series”
Source: Library of Congress
URL: <http://loc.gov/pictures/resource/fsa.8b29523/>

Video Texts:

Video Text #1: Franklin D. Roosevelt. “Inaugural Address” (1933)
Source: Public Broadcasting Station
<http://www.presidency.ucsb.edu/youtubeclip.php?clipid=14473&admin=32>

Video Text #2: Carl Sandburg. “The People, Yes”
Source: Public Broadcasting Station (teachers will need to register for a free account to access these open source documents)
<http://utah.pbslearningmedia.org/resource/am12.ela.rv.text.people/the-people-yes/>

Utah Core Standard(s):

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferred.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.

RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Assessment rubric to be used for close reading tasks: Reading Self-Assessment Rubric/Standards Side-by-Side: Grades 6-12 Close Reading of Informational Text
Rubrics available at this link: <http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics.aspx>

Assessment rubric to be used for argument writing tasks: Rubric/Utah Writing Standards Side-by-Side: Grades 6-12 Argumentation
Rubrics available at this link: <http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics.aspx>

T Chart Graphic Organizer

source: NCTE

<http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf>

Photo Analysis Graphic Organizer to be used to interpret visual texts:

source: National Archives

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Learning Task 1: Analysis DOK3

Divide the class in half. Have one half of the class focus on passage #1(Roosevelt's Inaugural Address) and the other half of the class focus on passage #2(Roosevelt's Fireside Chat Recovery Program). Divide each half into smaller groups of 4. Since the passages are long, distribute full copies of the documents, but assign each student in the smaller groups only 2-3 pages to analyze.

1.1 Do a close reading of your pages taken from either passage #1, or passage #2. Identify words and phrases of encouragement or hope used by the President as he addressed the American people. Annotate the document by circling the words or phrases and write your impressions on the effect of the words in the margins.

1.2 Based upon the words you have circled on your document in learning task 1.1, determine the theme of the speech and what President Roosevelt's purpose was for including those words and phrases. Write out your claim of President Roosevelt's purpose and theme. Include textual support for your claims of purpose and theme. Be ready to share with your group.

1.3 In the smaller groups of four, go through your document in chronological order and report on the section you annotated. First, give a brief description of your passage. Then, review for your group, your claims of President Roosevelt's purpose and theme and the textual support for your claims. Continue through the document until all assigned pages have been reported on. As others report on annotated your copy of the document so you have annotations on the entire document.

1.4 Select groups will share their findings with the class. Using the T Chart Graphic Organizer and label one side “Inaugural Address” (passage #1), and the opposite side “Fireside Chat Recovery Program” (passage #2). As the groups from each half of the class report, compare and contrast passage #1 and passage #2 by filling in the T Chart Graphic organizer. Listen for powerful words and phrases presented by other groups and add them to the chart. Compare the T Chart to your claim and support. How are they similar? Discuss briefly with your group why they think the president used these words and infer the effect they had on the listening American public. Take good notes to be used in a later writing prompt.

1.5 Watch Video Text #1. Read along with your document (passage #1) as President Roosevelt delivers his first Inaugural Address. As you hear the President speak to the American people, circle two or three sections of the speech that you find especially powerful. These choices may reflect word choice, voice inflection, or visual descriptions. Make a claim about President Roosevelt’s purpose for presenting the information in that manner. Support your claim with evidence from your notes.

1.6 As a group, choose the strongest and best-supported claim (one of your group member’s claim and support or a new revised version) you will share with the class. Discuss your group’s impressions of the impact of the President’s words on the American public. Come to consensus as a group and make a claim regarding the effectiveness of President Roosevelt’s speech. Support your group’s claim with evidence from the text of the speech.

1.7 Share your group’s claim and support. Note any trends as other groups report on their claims and support. Again, take good notes. These notes will be helpful in a later writing prompt.

Learning Task 2: Strategic Thinking DOK 3

2.1 Examine visual text #1 and independently fill out the “Photo Analysis Graphic Organizer.”

2.2 Examine visual text #2 and visual text #3. Write down at least two or three thoughts or ideas these photographs stir. Consider this introductory information about these photographs taken from the Library of Congress website:

These photographs that have become known as "Migrant Mother" are from a series of photographs that Dorothea Lange made in February or March of 1936 in Nipomo, California. Lange was concluding a month's trip photographing migratory farm labor around the state for what was then the Resettlement Administration. In 1960, Lange gave this account of the experience:

I saw and approached the hungry and desperate mother, as if drawn by a magnet. I do not remember how I explained my presence or my camera to

her, but I do remember she asked me no questions. I made five exposures, working closer and closer from the same direction. I did not ask her name or her history. She told me her age, that she was thirty-two. She said that they had been living on frozen vegetables from the surrounding fields, and birds that the children killed. She had just sold the tires from her car to buy food. There she sat in that lean-to tent with her children huddled around her, and seemed to know that my pictures might help her, and so she helped me. There was a sort of equality about it. These people had just sold their tent in order to buy food. Most of the 2,500 people in this camp were destitute. By the end of the decade there were still 4 million migrants on the road. (From: Popular Photography, Feb. 1960).

Based on the photographs and the description from Dorothea Lang, determine Ms. Lang's purpose for taking the pictures. Write down your claim of the purpose and support it from visual observations from the images and from the introductory information about the images.

2.3 Discuss the photographs with a group of four. Taking turns listening attentively as each group member shares his or her claim and explains the rationale behind the claim.

2.4 Choose the strongest claim (this may be your original claim, one of your group member's claims, or a new claim).

2.5 After deciding on the strongest claim, identify the specific textual and visual evidence that supports that claim. Report to the class.

2.6 Take notes as the other groups report on their claims and support. Pay special attention to patterns and trends of selected claims and support. Save these notes for a later writing prompt.

3.0 Learning Task: Application and Extension DOK4

3.1 Reflect on your notes from learning tasks 1 and 2. Consider the information and themes presented in both of the written passages. Finally, review your notes on the passages, the video text, and all three visual texts. What conclusions can you draw about life during the depression?

3.2 Writing Prompt: Connect the ideas and information provided in both passage #1 and passage #2 and all visual and audio texts. Assume the role of a mayor in a small rural town hit hard by the depression. Your citizens are afraid. Many of your citizens are illiterate and do not have the money or opportunity to afford them the ability to listen to President Roosevelt's fireside chats or read his inaugural address printed in the newspapers. Based on all of the presented materials, take the position that President Roosevelt's plans will help your town. Make that claim in a written speech to be given

at a town hall meeting in an effort to soothe the fears of your town's citizens. Use textual evidence from the passages and visual and audio texts to support your position. The theme for your speech will be, "The only thing we have to fear is fear itself."

3.3 Extension: Watch the video text #2. Make notes of the bits of poetry taken from Sandburg's poem quoted by the commentators in the video. Reflect on your notes from learning tasks 1 and 2. Consider the information and themes presented in both of the written passages. Finally, review your notes on the passages, the video texts, and all three visual texts. Write a poem utilizing all information you have gathered that supports the claim made by President Roosevelt, "The only thing we have to fear is fear itself." You may use any poetic style. Use specific evidence and examples from all written, visual and audio texts within the body of the poem to support the claim.

PART TWO: “A Day that will live in Infamy”

A Multi Passage, Multi Media Text Set

CHURCHILL (Britain) ROOSEVELT STALIN (Soviet Union)



World War II Allies against the Axis Powers of Germany, Japan, and Italy

Written Texts:

Passage #1: Franklin D. Roosevelt. “Pearl Harbor Speech.” (1941)

Source: TeachingAmericanHistory.org

URL: <http://teachingamericanhistory.org/library/document/pearl-harbor-speech/>

Lexile: 1240

Placement: Complex

Word Count: 497

Passage #2: Franklin D. Roosevelt. “Pearl Harbor Speech.” Annotated Version (1941)

Source: National Archives

URL: <http://docsteach.org/documents/593345/detail>

Lexile: 1240

Placement: Complex

Word Count: 497

Passage #3: Tojo Hideki. “Japanese Declaration of War on United States and British Empire.” (1941)

Source: Ibiblio Online Public Library Archive

URL: <http://www.ibiblio.org/pha/monos/150/150app07.html>

Lexile: 1630

Placement: More Complex

Word Count: 543

Visual Texts:**Visual Text #1 Photograph:** Pearl Harbor USS Arizona picture

Source: Franklin D. Roosevelt Digital Library

<http://www.fdrlibrary.marist.edu/archives/collections/franklin/index.php?p=digitallibrary/digitalcontent&id=4001>**Visual Text #2 Photograph:** Pearl Harbor Navel Air Station picture

Source: Franklin D. Roosevelt Digital Library

<http://www.fdrlibrary.marist.edu/archives/collections/franklin/index.php?p=digitallibrary/digitalcontent&id=3720>**Visual Text #3 Photograph:** Pearl Harbor USS West Virginia and USS Tennessee picture

Source: Franklin D. Roosevelt Digital Library

<http://www.fdrlibrary.marist.edu/archives/collections/franklin/index.php?p=digitallibrary/digitalcontent&id=3960>**Visual Text #4 Poster:** Recruitment Poster “They shall not have died in vain.”

Source: National Archives

URL: <http://www.ourdocuments.gov/doc.php?flash=true&doc=108#>**Audio Text #1:** Franklin D. Roosevelt. “Pearl Harbor Speech.” (1941)

Source: National Archives

URL: http://www.archives.gov/exhibits/american_originals/infamy.wav**Audio Text #2:** Emergency Broadcast on Pearl Harbor Attack. (1941)

Source: National Archives

https://ia600402.us.archive.org/35/items/PearlHarborAttackAnnouncement/PearlHarborAttackAnnouncement_64kb.m3u**Utah Core Standard(s):**

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W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Assessment rubric to be used for close reading tasks: Reading Self-Assessment Rubric/Standards Side-by-Side: Grades 6-12 Close Reading of Informational Text
Rubrics available at this link: <http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics.aspx>

Assessment rubric to be used for argument writing tasks: Rubric/Utah Writing Standards Side-by-Side: Grades 6-12 Argumentation
Rubrics available at this link: <http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics.aspx>

Written Document Analysis Sheet to be used to closely read documents :

source: National Archives

<http://www.archives.gov/education/lessons/worksheets/document.html>

Photo Analysis Graphic Organizer to be used to interpret visual texts:

source: National Archives

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Poster Analysis Graphic Organizer to be used to interpret visual texts:

source: National Archives

http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf

Learning Task 1: Analysis DOK3

1.1 Complete an independent close reading of passage #1 and passage #2. Compare and contrast the two texts noting the similarities and differences.

1.2 In passage #2, President Roosevelt changed the words, “in world history,” to, “in infamy.” By describing the Japanese attack on Pearl Harbor as, “a day that will live in infamy....” President Roosevelt changed both the meaning and the impact of that sentence. Infamy means disgrace, dishonor, or great wickedness. Discuss the meaning of this change with a partner and then, working collaboratively, infer President Roosevelt’s purpose in the new wording. Collaboratively, compose a few sentences

describing the change and the possible impact of that change to a listening audience. Also describe the purpose the President may have had for the change.

1.3 In passage #2, President Roosevelt changed the word, “simultaneously” to “suddenly.” Define these words. Discuss the meaning of this change with a partner and then, working collaboratively, infer President Roosevelt’s purpose in the new wording. Collaboratively, compose a few sentences describing the change and the possible impact of that change to a listening audience. Also describe the purpose the President may have had for the change.

1.4 In passage #2, in the first line of the second paragraph, the speech originally read, “diplomatic negotiations must be considered at an end,” but President Roosevelt changed it to, “it seemed useless to continue the existing diplomatic negotiations.” Define these words. Discuss the meaning of this change with a partner and then, working collaboratively, infer President Roosevelt’s purpose in the new wording. Collaboratively, compose a few sentences describing the change and the possible impact of that change to a listening audience. Also describe the purpose the President may have had for the change.

1.5 Working collaboratively with that same partner, use the descriptions and reasoning from tasks 1.1, 1.2, and 1.3, to determine the rhetorical device employed in the changes. Were the changes made reflective of ethos, pathos, or logos? Which rhetorical device does the speech as a whole reflect more strongly? Write a short claim grounded with textual citations. Here is a quick review of these three terms:

Ethos: credibility, or the speaker’s authority

Logos: the inductive and/or deductive logic used to support a claim like facts, or statistics

Pathos: the emotional or motivational appeals like persuasive speech, vivid language, emotional language, and sensory details

1.6 Get with another pair of students. Read your claims and textual support. Listen attentively as the pair of students in your group read their claims and textual support.

1.7 As a group, choose the strongest and best-supported claim (one of your group member’s claim and support or a new revised version) you will share with the class.

1.8 Share your group’s summary. Be prepared to share your group’s claim of the impact of words in the changes to the speech. Take careful notice of any patterns or trends that appear as the class shares its findings. Save these notes for a later writing assignment.

Learning Task 2: Strategic Thinking DOK 3

2.1 After completing an independent close reading of passage #3, independently fill out the “Written Document Analysis Sheet.”

2.2 Read passage #3 again. Identify the authors’ purpose and tone by noting specific words and phrases that contribute to your claim. Determine which rhetorical device the authors’ use most to make their assertions: ethos, pathos, or logos? Write down your claim of the authors’ purpose, use of rhetorical device, and tone with textual support in a few paragraphs.

2.3 Discuss the passage with a group of four. Taking turns and listening attentively, each group member shares his or her claim and explains the rationale behind the claim.

2.4 Choose the strongest claim (this may be your original claim, one of your group member’s claims, or a new claim).

2.5 After deciding on the strongest claim, identify the specific textual evidence that supports that claim.

2.6 Writing Prompt: Compare and contrast passage #1 and passage #3. Make a claim on which declaration of war was based mostly logos as a rhetorical device and which passage was based mostly on pathos. Use textual evidence to support your claims.

3.0 Learning Task: Application and Extension DOK4

3.1 Analyze the meaning of all four visual texts and fill out the photo and poster analysis graphic organizer documents for the corresponding visual texts.

3.2 With your group of four, compare and contrast your reactions to the photographs and poster. Discuss the use of ethos, pathos, and logos in all of the visual prompts.

3.3 As a class, listen to audio text #1, the audio clip of President Roosevelt delivering the “Pearl Harbor Speech.” Pay particular attention to President Roosevelt’s voice. Take notes on his pace, pronunciation of words, use of pauses, and voice inflection. Make a claim about the effectiveness of the speech with regard to the President’s purpose. Refer to your notes from learning tasks 1 and 2. Support your claim with evidence from the audio clip and the text of the speech.

3.4 With a partner, discuss President Roosevelt’s delivery of this famous speech. Compare your claim and support to the claim and support of your partner. Compare and contrast your claims. Notice similarities and differences.

3.5 Writing Prompt: Listen to audio text #2. Connect the ideas and information provided in both passage #1 and passage #3 and all visual and audio texts. Assume

the role of an American journalist who happened to be in Pearl Harbor on the day of the attack. You survived the attack, and now your editor wants you to write narrative of what you saw and connect that experience to President Roosevelt's Pearl Harbor Speech. You are to write an essay that will be read on the radio. Utilize the visual texts to write vividly about your personal experiences during the attack. Your claim is that the United States is justified to enter World War II. Make a claim about the appropriateness of the United States entering World War II. Use textual evidence from the passages and visual and audio texts to support your claim.

3.6 Extension: You are a U.S. Senator that supports President Roosevelt's declaration of war. Your task is to write a speech that supports President Roosevelt's declaration of war to be read in front of congress. The essay prompt and claim is "The United States should enter World War II." Use specific evidence/examples from all written, visual and audio texts within the body of the speech.



PART THREE: “Japanese Internment”

A Multi Passage, Multi Media Text Set

Written Texts:

Passage #1: Franklin D. Roosevelt. “Executive Order 9066.” (1942)

Source: Public Broadcasting Station PBS.org

URL: <http://www.pbs.org/childofcamp/history/eo9066.html>

Lexile: 1980

Placement: More Complex

Word Count: 541

Passage #2: San Francisco News. “New Order on Aliens Awaited” (1942)

Source: San Francisco Virtual Museum

URL: <http://www.sfmuseum.org/hist8/evac16.html>

Lexile: 1140

Placement: Complex

Word Count: 485

Passage #3: US Government. Bill of Rights (1789)

Source: National Archives

URL: <http://www.ourdocuments.gov/doc.php?flash=true&doc=13&page=transcript>

Lexile: 1400

Placement: More Complex

Word Count: 849

Passage #4: US Government. Civil Liberties Act of 1988

Source: Civics Online

URL: <http://www.civics-online.org/library/formatted/texts/civilact1988.html>

Lexile: 1990

Placement: More Complex

Word Count: 303

Passage #5: Bill Clinton. “Presidential Letter of Apology.” (1993)

Source: Public Broadcasting Station PBS.org

URL: <http://www.pbs.org/childofcamp/history/clinton.html>

Lexile: 1190

Placement: Less Complex

Word Count: 145

Passage #6: Anonymous. "That Damned Fence" (1943)

Source: National Archives

URL: <http://parentseyes.arizona.edu/wracamps/thatdamnedfence.html>

Lexile: 570

Placement: Less Complex

Word Count: 215

Visual Texts:

Visual Text #1 Photograph: Poster Announcing Japanese Internment Process

Source: National Archives

<http://www.archives.gov/education/lessons/japanese-relocation/images/order-posting.gif>

Visual Text #2 Photograph: Topaz Times, Utah Japanese Internment Camp

Source: Utah Digital Newspapers

<http://udn.lib.utah.edu/cdm/compoundobject/collection/topaz/id/5290>

Visual Text #3 Photograph: Political Cartoon: Japanese Internment Camp

Source: San Francisco Museum

<http://www.sfmuseum.org/photos12/42edit.jpg>

Visual Text #4 Photograph: Photograph of letter to Roosevelt regarding state

Japanese internment camps and President Roosevelt's response

Source: FDR Library

http://www.fdrlibrary.marist.edu/resources/images/sign/fdr_51.pdf#search=Pearl%20Harbor

Utah Core Standard(s):

Standards Addressed in Learning Tasks 1, 2, and 3:

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment rubric to be used for close reading tasks: Reading Self-Assessment Rubric/Standards Side-by-Side: Grades 6-12 Close Reading of Informational Text
Rubrics available at this link: <http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics.aspx>

Assessment rubric to be used for argument writing tasks: Rubric/Utah Writing Standards Side-by-Side: Grades 6-12 Argumentation
Rubrics available at this link: <http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics.aspx>

Photo Analysis Graphic Organizer to be used to interpret visual texts:

source: National Archives

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Learning Task 1: Analysis (DOK 3)

- 1.1 Complete a close reading of passage #1. Mark any vocabulary words you do not recognize, look them up, and write the definitions in the margins. This may be done in a small group.
- 1.2 Complete a close reading of passage #2. Mark any vocabulary words you do not recognize and look them up and write the definitions in the margins. This may be done in a small group.
- 1.3 Working collaboratively with your group, determine the connection between passage #1 and passage #2. Identify the following from both passages. What is Roosevelt's purpose for creating passage #1? What powers does he, as president, gain? Write down your answers as claims with support from both texts.
- 1.4 Complete a close reading of passage #3. Identify what rights were violated with the enforcement of Executive Order 9066 (passage #1) and the description of the enforcement of that order in passage #2. Write out your claim of what rights were violated supported with evidence from the passages. Pair up with a partner. Listen to your partner's evidence and claims and then discuss any similarities or differences.

- 1.5** Repeat learning tasks 1.1 and 1.2 with passages #4 and #5. Working collaboratively with your group, determine the connection between passage #4 and passage #5. Identify the following from both passages. What is the purpose for creating the Civil Liberties Act of 1988 (passage #4)? Did passage #5 remedy the wrongs outlined in the Civil Liberties Act? Make claims based upon your answers to the questions. Write down your claims with support from both texts.
- 1.6** With another pair (group of 4) share your analyses of the passages and discuss your answers and support. Try to come to consensus as a group and be prepared to present to the class either your unified response, or reasons why consensus was not reached. Limit your explanations to arguments grounded in factual support from the passages.

Learning Task 2: Strategic Thinking (DOK 3)

- 2.1** Complete a close reading of passage #6.
- 2.2** Identify the authors' purpose and tone and make claims by noting specific words and phrases that support your claims. Write down your claim of the authors' purpose, and tone with textual support in a few paragraphs.
- 2.3** Discuss the passage with a group of four. Taking turns and listening attentively as each group member shares his or her claims and explains the rationale behind the claims.
- 2.4** Choose the strongest claim (this may be your original claim, one of your group member's claims, or a new claim). After deciding on the strongest claim, identify the specific textual evidence that supports that claim. Write down your observations. These notes will be used in a later writing prompt.
- 2.5** Analyze the meaning of all three visual texts. Fill out the Photo Analysis Graphic Organizer with observations from the political cartoon (visual text #3). Answer the following questions in the form of constructing claims. Support your answers/claims with textual citations and observations from the visual texts. What have you learned about life in a Japanese Internment Camp? Identify the irony in visual text #2; the newspaper from a Japanese internment camp located here in Utah. What was the cartoonist's purpose behind the political cartoon?
- 2.6** Make a claim about the quality of life for Japanese Americans living in interment camps based upon the synthesis of passage #6 and the visual texts. Write down your claim with textual evidence to support your claim. Be ready to discuss your claim and evidence within your group.

3.0 Learning Task: Application and Extension DOK4

3.1 Compare all passages and visual texts used in class. Analyze your notes from learning tasks 1 and 2. Connect the information presented in all of the passages and visual texts. What conclusions can you make about the internment of Japanese Americans?

Writing Prompt: You are a member of President Clinton's cabinet at the time of the passing of the Civil Liberties Act of 1988. President Clinton has assigned you to design a plan to facilitate the reparations due to the descendants of the interred Japanese Americans during World War II. Based upon your notes, research, thoughts, discussions, and claims, craft a letter to be sent by President Clinton to the families of the affected Japanese Americans. Your claim is your plan of reparations due to the descendants of interred Japanese Americans. Support your claim represented in the letter with evidence in the passages or visual texts.

3.6 Extension: Do a close reading of visual text #4. Make notes based upon the claims and support found in both letters. You are a journalist wanting to authentically inform the American public of the quality of life for interned Japanese Americans in the form of a newspaper article. Make a claim about the quality of life for a Japanese American living in an internment camp. Using all of the passages, visual texts, and your notes, writings, and reflections, support your claim.

Topaz, Relocation Camp in Delta, Utah (September 11, 1942- October 31, 1945)



Internees arrive at Topaz with only what they could carry.

Franklin Delano Roosevelt Memorial



“They who seek to establish systems of government based on the regimentation of all human beings by a handful of individual rulers...call this a new order. It is not new and it is not order.”