



Ugly History: Japanese American Incarceration Camps
Instructions for Classroom Activity 2
See, Think, Wonder

Purpose: To encourage students to look carefully at visual media, and to make thoughtful observations and interpretations.

See, Think, Wonder is a thinking routine adapted from [Harvard Project Zero's Thinking Routine Toolbox](#).

Thinking routines are simple strategies that teachers can use to cultivate thinking and deepen learning for students.

See, Think, Wonder is a thinking routine that encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and promote critical thinking.

A World War II era photograph by well-known photographer, Dorothea Lange, is used for this lesson. The photograph shows a boarded up store in Oakland, CA that is for sale. The store owner was a Japanese American University of California graduate. The owner placed the "I Am An American" sign on the storefront on December 8, 1941, the day after Pearl Harbor. Soon after, all Japanese Americans living on the West Coast were forcibly removed to temporary detention centers, then to concentration camps. They were forced to rent, sell or abandon their homes, businesses, and other property, often with only a few days' notice.

1. Instruct students to create a Word or Google doc with the section headings "See," "Think," and "Wonder."
2. Show the ["I Am An American" photograph by Dorothea Lange](#).
3. Ask students, "What do you see?" Under the "See" heading, have them write down things they see--not their interpretation of what they see, just what they actually see, e.g. "window," "sign," etc.
4. Have students "popcorn" out responses to share what components they see in the photo.
5. Ask students: "What do you think about what you see?" "What do you think is going on?" Have them write down their interpretation of the photo under the "Think" heading.
6. Have students "popcorn" out their interpretations of the photo.

7. Ask students: “What does it make you wonder?” “What questions do you have about this photo?” Have students write down their questions about the photo under the “Wonder” heading.
8. Have a few students share their responses.
9. As a closing question, ask students, “How does this photo connect to the TedEd Japanese American incarceration video?” Does it give you any new information or challenge your thinking about the WWII incarceration experience?