



# Dig Deep

*Media and the Incarceration of  
Japanese Americans during World War II*



D E N S H Ō

*The Japanese American Legacy Project*

## Curriculum and Resource Guide

### Essential Question:

How can members of a democracy evaluate their sources, to inform themselves responsibly for participation as citizens?

National Park Service  
Densho: The Japanese American Legacy Project

## Acknowledgments

This unit is designed to closely align with Idaho state standards in social studies and language arts, specifically in geography, U.S. history, and writing. A lesson on analyzing photography also meets one of the standards in visual arts.

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Densho: The Japanese American Legacy Project developed this unit. Sarah Loudon and Doug Selwyn were the primary writers. Densho is a Japanese term meaning "to pass on to the next generation," or to leave a legacy. Our mission is to preserve the testimonies of Japanese Americans who were unjustly incarcerated during World War II. Using digital technology, Densho provides free online access to personal accounts, historical documents and photographs, and teacher resources to explore principles of democracy and promote equal justice. Sign up for the free Densho Digital Archive at [www.densho.org](http://www.densho.org).

## Feedback and Contact Information

We are very interested in receiving comments, suggestions, and questions about this unit and our materials. Feedback is essential in guiding our further work with educators! After using, or reviewing the materials for later use, we would appreciate hearing your comments. You may fill out a short online survey at [www.densho.org/learning](http://www.densho.org/learning). We also very much appreciate receiving copies of student reflections written at the end of the unit.

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The National Park Service cares for special places saved by the American people so that all may experience our heritage. To learn more about your national parks, visit the National Park Service website at [www.nps.gov](http://www.nps.gov). To learn more about Minidoka National Historic Site, please visit our website at [www.nps.gov/miin](http://www.nps.gov/miin).

## Idaho State Standards

The unit addresses the following Idaho state standards for 7<sup>th</sup> and 8<sup>th</sup> grades:

Language Arts, Grades 7- 8	
Standard 2: Comprehension/Interpretation	
Goals	Objectives
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	7 <sup>th</sup> grade: 7.LA.2.1.1 Evaluate the purpose and use of various texts. 8 <sup>th</sup> grade: 8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose. 7 <sup>th</sup> and 8 <sup>th</sup> grades: 7-8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning. 7-8LA.2.1.3 Make inferences draw conclusions and form opinions based on information gathered from text and cite evidence to support.
Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills	7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process. 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.
Goal 4.3: Acquire Persuasive Writing Skills	7-8LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals.
Social Studies, Geography—Western Hemisphere, Grades 6-9	
Standard 1: History	
Goals	Objectives
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	6-9.GWH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.
Standard 5:	
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
Social Studies, U.S. History I, grades 6-12	
Standard 4: Civics and Government	
Goals	Objectives
Goal 4.4: Build an understanding of the evolution of democracy.	Objective 1: 6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights.
Visual Arts, grades 6-8	
Standard 2: Critical Thinking	
Goals	Objectives
Goal 2.1: Conduct analyses in the visual arts.	6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art.

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## Teacher Instructions

### Unit Overview

This unit is focused on how we know about the world, and how we move beyond or beneath both headlines and simplistic summaries as we study historical and current events. The goal of this approach is to understand our world as completely as possible, basing that understanding on evidence gathered in a rigorous and unbiased manner, to communicate effectively and openly about the issues and concerns that we face, and to act on what we have learned.

The unit begins with a brief look at a few fundamental questions. What do we know (or think we know) about the world; what is that knowledge based on, and why do we believe it? On the other hand, what don't we know about the world that we should know; why don't we know it; and how can we find out? What is the danger of relying upon a single source of information?

Informing oneself about historical events or current events depends on carefully evaluating sources. Students analyze various news sources, paying particular attention to the choices those organizations make, about what we (the public) should know and how we should know it, who is offered an opportunity to share their points of view and expertise, and who is shut out of the conversation.

We then take a brief look at the role that our media play in relation to those questions. We direct student attention to the role that viewer demographics and advertising play in shaping what we hear and see via our media. Teachers lead students in examining the conflicting roles of media organizations as sources of information and as profit generating operations within large corporations. Students then begin to explore resources available to them through the school library, the Internet and their own community, and develop strategies for making best use of those sources.

The unit then moves to a more in-depth study of a particularly troubling event in our nation's history: the incarceration of 120,000 Japanese Americans during World War II. Students will learn about the events of that time with a focus on what the public did or did not know about the events, an analysis of why this was so, and an analysis of the impact that the public's ignorance and misinformation had on the government's ability to carry out of the incarceration. They explore these events by evaluating a variety of types of sources: a newsreel, oral histories, a newspaper article and editorial, and documentary photographs. We then bring the conversation to present day, asking students to reflect on what we might learn from this tragic event that may inform our current choices.

During the third week, students present research and post a display board on topics of their choice related to injustice. The unit concludes with a final discussion of steps they can take to keep themselves better informed, so that there is a legitimate and reliable basis for further action.

## Assumptions Underlying this Unit

Assumptions upon which this unit is based include:

- A democracy depends on an informed and responsible public, able to bring knowledge and understanding to the decisions they make. They vote for candidates and support legislation based on what they know and value.
- The public depends on various media to become informed.
- The media are being compromised by the conflicting demands on them as sources of information, and as sources of profit for investors. This puts our democracy at risk because it keeps the public from becoming fully and accurately informed.
- Being fully informed requires gathering relevant information from multiple points of view; no one source of information is enough to fully explain any issue, event, or decision.
- It is possible for people to become informed about the issues that affect their lives. The resources are available and the skills for making good use of them can be taught and practiced.
- The more fully informed the population is, the more functional our democracy.

## Assessing Student Achievement

This multi-step unit presents numerous opportunities to assess student knowledge, understanding, and skills. In addition to the daily assessments that teachers make in class, via discussions, small group work, and various in-class assignments, students are engaged in the following assignments that are easily assessed:

- Analysis of news articles and opinion articles on a current events issue
- Analysis of commercial newscasts
- Creation of commercials making use of advertising techniques
- Analysis of demographics related to magazine publishing
- A small group research project on a social justice topic, presented in the form of a display board and an oral presentation
- A written reflection on what has been learned during the unit.

The teacher must decide what he or she wishes to emphasize in terms of content and process, and assign and assess accordingly.

## Notes about this Unit

This unit is designed to be flexible in length, and can be taught over a period of one to three weeks. Teachers are encouraged to make whatever adjustments best fit their situations. It is assumed that the sequence is being taught toward the end of the school year, when students are pulling together skills and content they have learned throughout the year. The unit can easily be expanded if required skills or content must first be taught or reviewed. It can also be shortened to best serve the needs of the class, to focus on only one or two forms of media.

This unit sets goals for both skills and content. It may not be possible to give full attention to all of the items on the following list, but after successfully completing the requirements of the unit, students should have the ability to:

- Read a variety of materials for understanding
- Identify points of view and bias in a variety of texts and demonstrate an awareness of how this affects the reading and meaning of the texts
- Analyze textbooks for bias and point of view
- Recognize the impact that media consolidation has on our awareness of the world
- Explore particular issues from multiple perspectives
- Locate artifacts, primary source documents, and other resources for research in libraries, museums, and other collections
- Situate past and current events within a historical context
- Synthesize and organize information from multiple sources
- Demonstrate knowledge of issues affecting those who are being treated unjustly
- Appreciate the need for an independent and protected press and media
- Respond to the statement that “history belongs to the powerful, to the victors”
- Compare and contrast events from different times and places
- Learn and apply research skills, practices, and habits
- Move from research to action

## Share the Learning

Learning is a dialogue—please talk back! We request that you send (or fill out online at <http://www.densho.org/learning>) us your feedback using the Teacher Talk Back page. Your input is essential for evaluating and revising these materials.

Densho is interested in receiving copies of student work produced through this unit. Please consider sending students’ written reflections done at the end of the unit, or even digital photos of students’ display boards. We will occasionally feature student work in our newsletter.

## Checklist of Student Activities

Below is a checklist that summarizes activities during the Dig Deep unit. You can use this checklist to help plan dates for the activities and to keep track of progress.

History of the Class – in-class on Session 1 This exercise is explained in <b>Handout #1 – History of the Class</b>	Date _____
Media Autobiography – handed out in Session 1, due Session 3 This assignment is explained in <b>Handout #2 – Media Autobiography</b>	Date _____
Reading Critically – in-class on Session 2 This exercise is explained in <b>Handout #3 – Reading Critically</b>	Date _____
News and Opinion Sources on a Current Event – group assignment handed out in Session 2, due for discussion Session 10, final written version due for Session 11 This assignment is explained in <b>Handout #4 – News and Opinion Sources on a Current Event</b>	Date _____
Demographics Are Us – in-class on Session #5 This exercise is explained in Handout #5—Demographics Are Us	Date _____
Social Justice Display Board and Presentation – end of unit assignment handed out during Session 5, due for oral presentations and display during Sessions 14 and 15 This assignment is explained in <b>Handout #6 – Social Justice Display Board and Presentation</b>	Date _____
Creating a TV Ad – in-class on Session 5 This exercise is explained in <b>Handout #7 – Creating a TV Ad</b>	Date _____
The Business of Media – in class on Session 4 This exercise is explained in <b>Handout #8 – The Business of Media</b>	Date _____
Monitoring TV and Radio News – group assignment handed out during Session 5, due for Session 6 This assignment is explained in <b>Handout #9 – Monitoring TV and Radio News</b>	Date _____
Finding Resources in the Library – in the library on Session 7 This exercise is explained in <b>Handout #10 – Finding Resources in the Library</b>	Date _____
Analyzing a Newsreel – in-class on Session 8 This exercise is explained in <b>Handout #11 – Analyzing a Newsreel</b>	Date _____
Analyzing Oral Histories – homework for Session 9 This assignment is explained in <b>Handout #12 – Analyzing Oral Histories</b>	Date _____
Analyzing Newspaper Articles and Editorials – in-class on Session 10 This exercise is explained in <b>Handout #13 - Analyzing Newspaper Articles and Editorials</b>	Date _____
Analyzing Photographs – in-class on Session 11 This exercise is explained in <b>Handout #14 – Analyzing Photographs</b>	Date _____
Presentation Practice on Sessions 13 & 14 This exercise is explained in <b>Handout #15 - Presentation Practice</b>	Date _____
Taking Action – in-class on Session 15 This exercise is explained in <b>Handout #16 – Taking Action</b>	Date _____
Three Week Reflection – homework for end of unit This exercise is explained in <b>Handout #17 – Three Week Reflection</b>	Date _____



#### Overview:

Students individually write a short history of the class. The teacher reads out only a couple of accounts that survive in the future, and the class works to separate facts from opinions. The class discusses the use and evaluation of multiple sources in forming a history.

#### Materials needed:

Handout #1 — History of the Class

Handout #2 — Media

Autobiography

#### Terms:

**Fact** — for this exercise, something that can be verified by a third party

**Opinion** — a personal view, belief, attitude, or evaluation

**Perspective** — visually, a view from a single specific place or point; a technique of depicting three dimensional forms on a flat surface; mentally, a point of view, or the advantage of distance or time having passed for reflecting on an issue in relation to other larger issues

**Point of view** — a specific or personal way of consideration, standpoint; opinion or attitude; in a story, the relationship of the narrator to the story

**Balance** — equal distribution of weight or amount

## SESSION 1: “History of the Class” and an Introduction to the Unit

**Guiding Question:** How does a view of a historical event depend on the sources that are considered?

**Essential Understanding:** An informed view of history depends on an analysis of sources that represent different perspectives.

### Teacher and Student Activities:

1. Distribute **Handout #1 – History of the Class**. Assuming that this unit is being taught any time after the first several weeks of the course, ask the students to write a brief history of the class thus far. Encourage them to focus on the most important aspects of the class, as they write for ten minutes. The format and content are up to them, but they need to keep in mind that it could be read by others. Encourage the students to write anonymously, so they feel free to write the truth as they see it.
2. Collect the papers after ten minutes. Put them aside for the moment, and ask students to consider that it is two hundred years in the future. What kinds of events might happen in those years? As students voice ideas, list them on the board or an overhead. There could be natural disasters, consequences of pollution, but also new inventions and technologies such as cloning, or computer-enhanced intelligence. Changes might include technologies for renewable resources, diplomatic advances that increase cooperation among nations; and colonies in space. Get ideas flowing by asking a guiding question, such as “What about natural disasters?” or “What about changes due to advances in science?”
3. Gather all the histories that have been written and shuffle them. Refer to the reasons listed on the board as you announce that this one or that one has been lost. As you give a reason, toss one or two histories over your shoulder or let them drop to the floor. “These were lost in the flood of 2024; these went up in flames in 2205; these were suppressed because the government didn’t like what they said.” Continue until you are holding a single document.
4. Announce with a great flourish that this is *The Official History of the Class*, the only known account of this historical event (your class). Read the document aloud. If, by any chance, the document is inappropriate for reading aloud, you can simply say

that it, too, was suppressed. Then pull another document from the pile, saying that it has just been discovered.

5. Lead students in a discussion sorting out apparent **facts** and **opinions**, noting what you now know about this class, and listing questions that the document raises.
6. Once you have completed analyzing the first document, announce with fanfare the “discovery” of another history of the class (pick another off the pile on the floor). Read this second history and notice fact and opinion, but also notice overlaps, contradictions, or indications that these stories are even referring to the same event. “Discover” at least three or four histories, enough to raise questions about “the truth” of the telling, and the kinds of histories that have been told.

Notice in what ways the stories align or contradict each other, both in content and on how they tell their stories. How would you (or would you) know they were about the same topic? What questions or disparities arise from the readings? What would we know about the class as a result of these stories? Do you have any clues how their points of view informed the writing they’ve done (did they like the class, were they successful in it, did they agree with how it was taught...)? Are you better informed from four accounts than you would be by one only?

7. Lead a discussion about the exercise. How did it feel when the stories hit the floor? Did you feel that the stories chosen accurately represented your point of view? Does it matter that the “official” view might not reflect your “truth,” or story of the class? What did you think when the various histories contradicted each other? What would someone in the future do with that? Does that ever happen in “real life?” What do historians do with that? Does that ever happen to people’s stories in real life? Whose voices are shut out of most conversations, and whose voices are privileged, granted the right of telling the official story of our history?

How does this apply to historical accounts? Consider an historical account of an event in U.S. history such as the battle at the Alamo, the incarceration of Japanese Americans during World War II, or the forceful removal of Cherokee people from their homes and forcing them onto the “Trail of Tears” in 1838. What do we know about those events, and how do we know them? How does our appreciation and understanding of historical events change over time? How does it change when we include multiple perspectives, when we hear from more of the participants?

#### 8. Introduction of the Unit

Over the next three weeks of this “Dig Deep” unit, we will be probing beneath the headlines and the surface explanations of events, in search of as complete an understanding of historical and current events as we can find. We will work to make sense of contradictory accounts of historical or current events, try to separate fact from opinion, and search out voices that are heard less often. We will connect how we gather information about the world with what we know about it, and develop strategies for becoming as informed as we can be about the events and issues that affect us.

9. Distribute Handout #2 – Assignment: Media Autobiography, which is due for Session 3.

#### Overview:

Students experience the limits of relying on only one source of information about an event or issue. From a set of articles on an issue, 9-10 small groups of students receive a different one to read. In a class discussion, students reflect on how their understanding is changed once they are acquainted with the range of viewpoints.

#### Materials needed:

A set of 9-10 articles on a news issue, 3 copies of each. Choose a current news topic, preferably an issue the students have heard of. Locate 9 or 10 articles on the topic from a range of newspapers and journals representing a wide spectrum of views. Make three copies of each article before class.

Handout #3—Reading Critically

Handout #4—Assignment: News and Opinion Sources on a Current Event

#### Terms:

**Critical reading** — analyzing a text according to choices made in its content, wording and structure, to determine the viewpoint of the writer and interpret its meaning

**Context** — circumstances surrounding a particular event or situation

**Evidence** — grounds for belief, something which proves or makes clear

**Source** — place from which something comes, book or person supplying information, beginning or origin of a river

## SESSION 2: Moving Beyond a Single Source: Reading Critically

**Guiding Question:** How is our understanding of an issue affected by getting information from more than one source?

**Essential Understanding:** Reading a variety of articles can create a larger frame of reference by giving different perspectives, contexts, evidence, sources and opinions on a single issue.

### Teacher and Student Activities:

1. Introduce the question of the reliability of the news. Any one source can portray only a partial understanding of the event. When we read or watch the news, we assume we are getting reliable factual information that is accurate and unbiased. The following lesson encourages students to investigate these assumptions, and consider the value of a single source, even if it is from the mainstream media. The lesson highlights the need for a critical eye.

This exercise in class will model the assignment students will complete on their own, using Handout 4.

2. Distribute **Handout #3 – Reading Critically**. Introduce the issue under consideration to your students and ask them what they know (or think they know) about it. Where do they get their information? What are their sources? How do they know whether to trust those sources? Have them write their answers on Handout 3.
3. Next divide students into groups of three, and give each group an article to read from those you have gathered. Each group member gets a copy of the same article to read. The group's task is to respond to questions on the handout that ask the students to analyze and summarize the article and the writer's point of view.
4. After fifteen minutes or so, have each group report to the whole class, and have students compare what the different journalists say about the topic in question. Is it possible to separate them into information articles and opinion articles?

5. Lead a closure discussion. How typical or atypical is this range of points of view when it comes to what we hear or read as news? Is the range of viewpoints and coverage you found specific to the particular topic you researched, or is it more "the rule?" Why is it that many of the ideas and points of view offered in these articles are not ones you've heard before? Does this mean they are wrong? How do we evaluate information for reliability and accuracy? How can we keep informed on issues of the world when we are offered such a narrow range of information by the mainstream press? What strategies can people develop for staying informed about what is happening in the world, and why is that important (or is it important)?
6. Distribute **Handout #4 – Assignment: News and Opinion Sources on a Current Event**. Students will carry out this multiple source view of a current event on an issue of their choice. Their task will be to find three articles on their current event topic, to analyze each article in light of the same questions they have just worked with, and then to write up their analysis. The assignment is due during Session 11 (or, when appropriate for your class).

#### Overview:

Students discuss sources of information and media that they used when they were younger, and what media they use now. They examine a packet of magazine ads, to discuss advertising and how advertisers target their age group.

#### Materials needed:

Handout #2 — students completed Media Autobiography

Handout #5 —Demographics Are Us

Copies of ad packets: Choose eight or nine magazines with ads aimed at different audiences, such as: Women's Wear Daily, Sports Illustrated, Scientific American, The New Yorker, Working Women, Jet, Utne Reader, Saturday Evening Post, Forbes, etc. You want magazines that have targeted different segments of the population, by class, gender, interests, race, age, politics, and so on. Photocopy eight or nine advertisements from each magazine and clip them together; make sure there are no clues about the source of the ads.

### SESSION 3: Students as Media Consumers

**Guiding Questions:** How are we shaped by our media consumption? How can we be independent thinkers?

**Essential Understandings:** Media messaging shapes our desires, fears, world views, and information about the rest of the world through all stages of life.

By using media literacy skills to be aware consumers of media, we are less likely to be manipulated and more able to think critically and independently.

#### Teacher and Student Activities:

1. Introduce the topic of media literacy. What is media literacy? Why is it important to analyze media messages and advertising, and understand how media seeks to manipulate our opinions and behavior?
2. Students break into small groups of four or five to discuss their Media Autobiographies. A spokesperson needs to keep track of some of the similarities and differences between their answers and thoughts. They will report on the group's answers without naming individuals, by saying "most of us," "only one of us" and so on.
3. Each spokesperson reports out for a couple of minutes. Make a tally on the board or overhead while students report, indicating roughly the number and type of media sources used by the class at different ages.
4. In a full class discussion, how common was it to remember advertisements from a pre-school age, such as a breakfast cereal or juice drink? How did the advertisers gear their message to reach you? Compare these techniques to some of the advertisements they are exposed to now. The products are different, the messages are different—are any of the techniques the same?
5. Distribute **Handout #7--Demographics Are Us**, for an exercise on the role that demographics play in shaping what we do and do not see. Give out a different ad packet to the small groups of students. They figure out who the ads are aimed at,

Terms:

**Media literacy** — the ability to analyze and evaluate messages from a variety of media modes

**Persuade** — to cause a person to do or think something by reasoning

**Decode** — to determine an underlying meaning

**Claim** — to demand or take rights to a possession or place, to make a statement without proper grounds

Resources:

Media Education Foundation  
[www.mediaed.org](http://www.mediaed.org)

Center for Media Literacy  
[www.medialit.org](http://www.medialit.org)

based on what they see, and note down their answers on Handout #7.

6. Each group will report on their conclusions after fifteen minutes or so, and then you can show them the magazine from which the ads come. Discuss with the group the ways in which the ads target particular audiences, including who they feature, how they are dressed, where they are located, what they are doing, how they look, and what objects are in the ad with them. None of these decisions are accidental. You might also record clusters of TV ads from different programs with different target audiences.
7. Distribute **Handout #6 – Social Justice Display Board and Presentation**. Students in small groups (suggested group size of three students) will research a social justice issue, either historical or current, that involves people working to bring justice or equal rights to others. Within their groups, they will need to divide up the responsibilities for sharing each step: research, writing, display board design, and oral presentation. Two sessions (13 and 14) are reserved for student presentations. With nine or ten groups of three students, five groups will present on one day, with five to ten minutes each.

#### Overview:

This lesson explores some of the techniques used by advertisers and then encourages the students to make use of some of these techniques to create their own advertisements.

#### Materials needed:

Several example ads to show for analysis

#### Terms:

**Deconstruct** — to examine or take apart to reveal a composition, often in order to expose bias or inconsistencies

**Imply** — to indicate by inference or association, rather than by direct statement

**Valid** — well-grounded, justifiable, logically correct

**Medium** — plural, media — a means of conveying something, a channel or system of communication, information or entertainment, a publication or broadcast that carries advertising

## SESSION 4: How Do Commercials Work?

**Guiding Question:** What techniques are used by advertisers to sell products?

**Essential Understanding:** Advertisers use a variety of visual, dramatic, sound, graphic, verbal and organizational techniques to create desires for their offerings, according to their medium.

#### Teacher and Student Activities:

1. Begin by talking with students briefly about the history of advertising. At one time, ads were basically notices of events or requests for help. There might be notices of ships arriving or sailing, or notices and descriptions of runaway slaves, who could be returned for a reward. These ads would appear in the paper next to news stories, but clearly marked as notices.

Later approaches to advertising would present products and basic information about what was for sale. More recent approaches to advertising have put less emphasis on providing information about the product and more focus on convincing viewers to buy.

2. Returning to the ad packets from the day before, take a few examples to have the students identify how they work. What techniques are used to get people to buy the product featured? It is likely that more than one technique is being used, though it is best to focus on one or two, at most in analyzing how the ads work.

Look at the same few examples to comment on their visual design: how do they establish a focal point, and create a mood? How is the text part of the graphic design?

3. Move on to consideration of television ads, beginning with those mentioned in student media autobiographies. As a class, generate a list of techniques used in television advertisements.

A partial list of techniques might include:

- Expertise (four out of five doctors recommend this medication)
- Celebrity (Michael Jordan or Dwayne Wade uses this brand of shoe; so should you)
- Guilt (showing a car on a rainy night and implying you are cheap and irresponsible if you trust your family to old tires;

## Resources:

factcheckED

Web site by the Annenberg School of Communications, University of Pennsylvania, designed for secondary students and teachers. Materials guide students in analyzing media presentations by 'separating the spin from the substance,' including advertising, political campaigns, and news reporting.

[www.factchecked.org](http://www.factchecked.org)

housewives cleaning with ineffective products so their families are exposed to germs, etc)

- Modeling (ads featuring people who look happy and successful suggest this could be you, driving in this luxury car next to this beautiful person)
  - Flattery (a product those in the know use, leaving others behind; you are part of the "in crowd," on the cutting edge)
  - Visual appeal (look at this car/meal/etc.; it is beautiful and tasty looking; we have made it look so appealing you can show it off to others)
  - Humor (an ad that makes you laugh and feel good and you will associate that with the product)
  - Sex appeal (ads with attractive people that imply you could be successful in attracting people if you used this product)
  - Brand name loyalty (here's a product from a name you trust; you will/should like it because you know this brand)
  - Catchy music, jingles. (even if you've never used the product, you know the catchy song)
  - Cartoon/movie tie-ins (characters from popular movies featured in ads for products, or offered as prizes or deals for those who buy products)
  - Deals and specials (buy now and get one free)
  - Arts and technology (wonderful, relaxing, compelling scenarios that are somehow related to the product, and you will appreciate and remember our skills at creating the ads and will relate this to our product)
  - Fairy tales (mini-dramas, fairy tales, in which the hero or heroine solves a problem, gets what he or she wants, and comes through triumphant; the viewer imagines he or she will be the hero of the fairy tale)
4. Distribute **Handout #8 – Creating a TV Ad**. Form small groups of three to four to create a televised public service announcement (PSA) using one or more of the techniques discussed in the classroom. Possible topics for the public service announcement spots include convincing people not to smoke; not to force young children to work; not to discriminate based on race, gender, sexual orientation, political views, age, class; to eat healthily, to exercise.

A possible variation is to have students create pairs of ads, one expressing the most accurate and objective picture of the situation as possible, and the other created to convince viewers to buy.



Resources:

“The Big Ten,” *The Nation*  
Chart of the Big Ten media  
conglomerates and what they  
own.

[http://www.thenation.com/special/  
bigten.html](http://www.thenation.com/special/bigten.html)

Postman, Neil. *Amusing Ourselves  
to Death*. Penguin Press, NY, 1985.  
Looks at TV news in an age of  
entertainment.

Resources from the PBS show  
NOW on media consolidation  
[http://www.pbs.org/now/politics/fc  
cchanges.html](http://www.pbs.org/now/politics/fccchanges.html)

Media Tank—Online Guide to  
Media Ownership. Overview of  
FCC limits, and why media  
ownership matters.  
[http://www.mediatank.org/resourc  
es/ownership/](http://www.mediatank.org/resources/ownership/)

Free Press—a nonpartisan  
organization working for media  
reform. “Beginner’s Guide” to  
Media Reform,  
[http://www.freepress.net/  
start here](http://www.freepress.net/start_here)

Curry, George E. “Declining Black  
Media Ownership is a ‘National  
Disgrace,’” *Baltimore Sun*, Jan. 16,  
2007. [http://www.freepress.net/  
news/20367](http://www.freepress.net/news/20367)

Bagdikian, Ben. *The New Media  
Monopoly*. Beacon Press, 2004.

## SESSION 5: The Business of Media

**Guiding Question:** How does media ownership affect our view of the world?

**Essential Understanding:** The information we receive through the media is being shaped by very few large corporations and supported by advertising.

### Teacher and Student Activities:

1. Prior to the session, read through **Background for Session 5: The Business of Media**. Pull from this background to introduce the day’s topic—or, at your discretion, copy the Background as a student reading.
2. Introduce the topic of the media providing both information and entertainment, while operating as a business.

It can fairly be said of media that it is charged with serving two contradictory masters. On the one hand the people of the United States rely on news sources to keep them informed and aware of what is happening in their communities, in the country, and around the world. Our press helps us to connect, to be informed, and to be able to fulfill our responsibilities as members of a democracy. On the other hand, media are corporate ventures charged with a primary legal responsibility to their investors and stockholders; they exist to make money, like any other business.

3. Distribute **Handout #6 – The Business of Media**. Ask students to write a statement that communicates as much information as possible about something that matters to them. Encourage them to help us to understand their issue as fully as possible. The only catch is that they only have eight seconds to tell their story. They will complain of course. Just encourage them to do the best they can. Give them five to ten minutes to prepare their statements, and when most are done, go around the room and hear them all. After they’ve all spoken, talk with them about the experience. What was it like to write the story? How did they consider what to put in and what to leave out? Were there things they would have liked to include that they could not? How much did they learn listening to the stories of others?

Tell them, only after the discussion, that eight seconds was the approximate length of the average sound bite from the last election, no matter how long they actually talked. Is it any wonder that we don't know more about where they stand?

Now allow the students to take forty-five-seconds to tell their stories. How much more can they include with that additional time? Can they tell their stories in depth at this additional length? Do they have to leave anything out? How complex can they get in their telling? The average television news story is about forty-five seconds, from start to finish, again helping to explain why we are as uninformed as we are.

4. Distribute **Handout #7 – Monitoring TV and Radio News**, due for Session 7. Students working in pairs will monitor a news show on television or radio to determine what they would “know” if this were their only source of news and information, and what attitude or opinion they might have about what they’ve heard. As students compare notes they will recognize more about what they wouldn’t know if they only listened to the one source.

Each pair of students need to pick one show a night and watch or listen to the whole newscast or program in order to answer the questions. They can watch or listen on additional nights to make sure they didn’t simply see an atypical broadcast. They might need time in class to compare notes, or perhaps they can be expected to confer outside of class.

The kinds of media that might be assigned could include the following, to create a mix of perspectives: Major news channels (NBC, CBS, ABC), FoxNews, PBS *NewsHour*, CNN, *DemocracyNow*, cable access news programs, TV talk shows such as *Washington Week in Review*; *Bill Moyer’s Journal*; *The O’Reilly Factor*; *Anderson Cooper 360*; *Countdown with Keith Olbermann*; *Meet the Press*; etc.

For a range of radio talk shows: Rush Limbaugh; Air America Radio; National Public Radio; *DemocracyNow*, and possibly local stations or particular programs representing particular communities or constituencies.

This assignment is for Session 6. Students will share their findings with their classmates and will hand in a written response to the questions, one paper per group.

## Background for Session 5: The Business of Media

### What is media consolidation?

For many cultural observers, one of the most disturbing trends in media over the past several decades has been the consolidation of ownership that has taken place. In 1983, most Americans got their news from stations and outlets owned by approximately fifty companies. Today that number has shrunk from approximately fifty corporations controlling what we see, hear, and read to only six. This has had a profound impact on what we know, and do not know, about the world.

### How does media ownership affect what we hear?

Forty years ago, news departments were organized around carrying out acts of journalism, of gathering and reporting the news. Today, news departments and programs are expected to generate income, and networks have slashed news budgets and staffing to the point that it is difficult to carry out real reporting. While the conglomerates increase their profits by streamlining their costs, the voters make decisions about issues and candidates without the in-depth news, points of view, and information they require to be fully informed. Without an informed population there can't be a functional democracy.

The content and point of view of what is offered on television reflect the values and interests of those conglomerates who own the stations. There are many instances of stations not running news stories about the misdeeds of the corporations that own them.

### How do media organizations attract and hold viewers?

Television and radio stations make choices that will attract and retain the most viewers. Programmers will do everything they can to keep viewers from either changing the channel or turning off the set. Since television is a medium that works on emotions rather than thought, the airwaves are full of shows that tug at our heartstrings, scare us, make us laugh, make us cry, keep us on the edge of our seats. This is even true for the news, which is filled with murders and violent crime, car crashes, fires, patriotic speeches, riots in the streets, convicted criminals facing their victims or victims' families in court, cats in trees, and brief scenes of war (though no bodies are shown). You will see little on commercial television that makes you think because, as cultural critic Neil Postman says, thinking does not play well on television.

### How do media companies sell advertising?

Television and radio stations make money through selling advertising. What they are actually doing is selling viewers to advertisers. Advertisers will pay more money if more potential buyers are watching or listening to a program. This explains why an advertisement shown during the Super Bowl is much more expensive than an ad selling during a sitcom rerun broadcast at two in the morning.

### **How do media organizations target an audience?**

Demographics are critical to advertisers. They spend a great deal of time and money researching who watches various programs, what they are most likely to buy, and what kind of advertising approach will be most successful with them. Expensive ads shown during the Super Bowl feature products that viewers (likely men) will want to purchase, such as cars, beer, shaving cream and razors, careers in the military, insurance. Mid-day soap operas have that name because they were originally sponsored by companies that sold soap, targeting their audience of housewives. Children's shows are full of ads for sweets, toys, fast food, and movies likely to appeal to the young viewers.

A show that does not attract viewers will not survive on the air for long, no matter its quality or its importance. Stations are obligated to show a certain amount of public service programming, for the public good. However, these shows tend to be shown at times when not many people are watching, to minimize the loss of advertising dollars.

### **How do T.V. and radio stations get the rights to broadcast?**

The airwaves legally belong to the people of the United States. Licenses for television and radio stations are given out by the Federal government, for free, with the understanding that the station owners will operate for the public's good, though this seems to be happening less and less in recent years.

In today's news shows, the viewer is taken from one brief story to the next, with a surface level presentation. The stories usually offer little or no context or analysis, and have nothing to do with what came before, or what follows. These disconnected bits give viewers the illusion that they are being informed, while limiting the information they would need to actually make sense of what they are seeing.

### **When we view more news coverage, do we understand more?**

Neil Postman, in his book *Amusing Ourselves to Death*, takes the Iran hostage crisis as an example. He notes that after more than a year of non-stop news coverage, the viewing public knew virtually nothing about the country of Iran or its people, or why Iranian students were holding American hostages. They also were not informed about the role of the U.S. in the coming to power of the Shah of Iran. Rather than informing the public in depth, the media kept them watching by playing on emotions. Many would say it is no different some twenty years later, in Iraq. How many of us, after more than four years of media coverage, know anything of substance about the nation or people of Iraq, their history, their beliefs, and their daily lives?

### **How do consumers affect news coverage?**

Since the media are looking to please consumers – who please advertisers, who bring in the profits – the public does have a role to play. If we become informed about what we are and are not getting, pressure networks for better news coverage, and advocate for politicians to hold networks accountable, it is possible to bring change. The first step is becoming informed so that we can work to address its deficiencies.

#### Overview:

The purpose of this lesson is to help students to become more familiar with their school library, and with the resources they can find there (including access through the Internet). When finished, they should be able to locate research materials related to projects related to this unit, and to questions and interests they will encounter for the rest of their lives.

Depending on your students' experience, you may decide to minimize or skip this lesson.

#### Materials needed:

Handout #10 — Finding Resources in the Library

#### Terms:

**Primary source** — a document, recording or other source of information created during the time being studied that contains first-hand information; as opposed to a secondary source, that summarizes or comments on other sources

**Artifact** — a manmade object created for practical purposes, characteristic of a particular time or place

**Database** — a large collection of data organized for search and retrieval by a computer

## SESSION 6: Library Orientation and Research Day

**Guiding Question:** How can I locate a variety of sources and points of view for researching an issue?

**Essential Understanding:** Researching a variety of points of view involves using many different types of sources (primary and secondary), and digging beyond the summaries that are most easily accessed to be inclusive of a range of perspectives.

#### Teacher and Student Activities:

1. Introduction: One of the very real questions that researchers and historians face is how to actually gain access to artifacts, primary source documents, and the multiple viewpoints and stories that enable us to “dig deep,” to move beneath the surface of a story.
2. This orientation can be done by the teacher, by the school librarian, or by another knowledgeable source. Your students may have already gone through a library orientation, in which case this step may be more of a brief review than a thorough introduction. The presenter can highlight those areas of the library related to the kinds of research students will be doing in this unit, related to artifacts, primary source documents, and multiple viewpoints. This will likely include working with various computer data bases, and you will have to make decisions about how best to do this given the resources in your community. Make sure the students have a chance to actually practice what they have learned. There is nothing more deadly than a lecture on the resources of a library without the opportunity to explore them.
3. Distribute **Handout #10 – Finding Resources in the Library**. Students perform a simple scavenger hunt for materials for their social justice research from their handout checklist. Shape the tasks to fit your library and resources. Slip in some tasks that are likely to be enjoyable to them, and also give them some opportunities to discover resources that will serve their research.

#### Overview:

Student groups report on the results of their news monitoring. The class keeps track of the findings during the presentations for a comparison and discussion afterwards. Students work to distinguish point of view from bias in reporting.

#### Materials needed:

Students completed Handout #9  
— Monitoring TV and Radio News

#### Terms:

**Accuracy** — conformity to truth, free from mistakes

**Mainstream media** — section of the media that is designed to reach the largest possible audience

**Bias** — an inclination of outlook, a personal and sometimes unreasoned judgment, prejudice

**Monitoring** — to keep track of, usually for a special purpose

#### Resources:

*Media Monitor*, a publication of the Center on Media and Public Affairs, an organization that conducts research on how different issues are covered by the media. Short and colorful monitoring reports on different topics are available on-line.

[http://www.cmpa.com/  
media\\_monitor.html](http://www.cmpa.com/media_monitor.html)

## SESSION 7: Report Out on News Monitoring

**Guiding Question:** How does news coverage vary depending on its source?

**Essential Understanding:** News coverage varies according to what stories it selects for coverage, depth and length of coverage, what sources it draws from, its demographic target, its tone and language, its balance of perspectives, and its accuracy.

#### Teacher and Student Activities:

1. Student groups present the results of their monitoring of news reports (assigned during Session 5). The presentations should take no more than a few minutes each.
2. Following the presentations, have a discussion about what you've heard. What stories are covered by each newscast? What stories are only covered by one news source? Are there differences in how the stories are covered? What does this all mean if you only watch or read one source for news? What issues, what points of view are kept out of the mainstream media? Where might you turn to get beyond the mainstream point of view? How would you verify that any of the stories or views presented were legitimate and accurate? Do the stories seem to reflect a particular bias or point of view?
3. How would you explain the difference between point of view and bias in the news? In a biased news report, how are other points of view treated? Is it possible to give an entirely objective news report? If it is not possible to be entirely objective, is it still important for news journalists to work towards being as objective as possible?

#### Overview:

Students view a government newsreel produced during WWII on Japanese American incarceration, and analyze it using the handout. In a full class discussion, students share their analysis and discuss its audience, its intent, and whether or not the film is biased.

#### Materials needed:

CD or internet access, digital projector  
Handout #11 — Analyzing a Newsreel

#### Terms:

**Newsreel** — a short movie on current events

**Propaganda** — ideas or allegations spread deliberately to further a cause, or to damage a cause

**Internment camps**—sites for confining a large group of people, especially during a war

**Incarcerate** — to hold in prison or in confinement

## SESSION 8: Analyzing a Newsreel

**Guiding Questions:** How can we analyze a news film or video for its purpose and bias?

**Essential Understanding:** Film and video news coverage is constructed from a point of view that is demonstrated through its selection of sound, imagery, and narrative.

#### Teacher and Student Activities:

1. Distribute **Handout #11 – Analyzing a Newsreel**. Project the nine-minute newsreel *Japanese Relocation* made by the U.S. War Relocation Authority and the Motion Pictures Division of the Department of War during World War II. This newsreel was shown before feature presentations in U.S. movie theatres in 1943.  
This newsreel is provided on the accompanying CD, or you can view/download it from [www.densho.org/learning/CivilLiberties](http://www.densho.org/learning/CivilLiberties).
2. Students jot down their responses to the questions in **Handout #10**.
3. Discuss the newsreel, using responses from **Handout #10**.
4. Following are additional questions for students to consider in relation to the newsreel. Students should discuss those that seem most relevant or important.
  - Would you consider this film biased? Why or why not?
  - Why do you think this film was made?
  - Who do you think was the intended audience for this film?
  - How do you think the filmmakers wanted the audience to respond?
  - Does this film appeal to the viewer's reason or emotion? How does it make you feel?
  - How were the camps portrayed in this film?
  - Based on the film alone, what adjectives would you use to describe life in the incarceration camps?
5. Distribute **Handout #12 – Assignment: Analyzing Oral Histories**. Students should read and answer the questions from this handout before the next session.

**Overview:** The teacher introduces the purpose and uses of oral history. Students view four videotaped oral history accounts of Japanese American incarceration, then discuss and compare the accounts.

Materials needed:  
Students completed Handout #12  
– Analyzing Oral Histories

Terms:  
**Oral history** — recorded historical information obtained in interviews about personal experiences and memories

**Testimony** — a firsthand authentication of a fact

**Transcript** — written or printed copy, usually of recorded material

Resources:  
“Sites of Shame”: Overview of all the detention facilities with primary sources from Densho: The Japanese American Legacy Project: [www.densho.org/sitesofshame](http://www.densho.org/sitesofshame)

“A More Perfect Union: Japanese Americans and the U.S. Constitution,” online exhibit from the Smithsonian Institution, National Museum of American History: <http://americanhistory.si.edu/perfection>

“Dear Miss Breed: Letters from Camp,” online exhibit from the Japanese American National Museum: <http://www.janm.org/exhibits/breed/title.htm>

## SESSION 9: Analyzing an Oral History

**Guiding Question:** How can oral histories be used to research a historical event?

**Essential Understanding:** Oral history accounts can provide crucial perspectives and information that were not publicly available at the time an event occurred. Oral history accounts can be used to give an individual’s viewpoint, and/or through analysis of a collection of interviews, be used to construct a verifiable group account.

### Teacher and Student Activities:

1. Introduce the use of oral histories. What constitutes an oral history? Is any recorded interview an oral history?

Our knowledge of a historical time period is often limited to major events. We usually don’t understand the everyday experiences or feelings of individuals. An oral history interview is an opportunity to get an individual’s perspective of a historical event. This perspective may or may not be typical of a person from his or her time and culture. Because of the subjective nature of an oral history interview, it should not be used as a substitute for analysis of historical materials like official documents, letters, newspapers and books. However, the oral testimony can help illuminate by placing an individual’s experience within a historical period.

2. Show the following video oral history clips provided on the accompanying CD, or you can view or download the video clips from Densho’s website, [www.densho.org/learning/CivilLiberties](http://www.densho.org/learning/CivilLiberties) (note: follow links to YouTube where the video clips may be viewed directly):

Kara Kondo  
Mas Watanabe  
Frank Yamasaki  
George Morihito

All four of the narrators were removed from their homes in Washington State and sent to a remote incarceration camp with their families. The interviews were conducted for Densho: The Japanese American Legacy Project and all of the interviewers were Japanese American.

3. After viewing the excerpts, hold a discussion based on students’ answers to the questions on **Handout #12**.



**Overview:** Students analyze and compare a 1943 newspaper article and 1943 newspaper editorial on the subject of incarceration.

Materials needed:

Students' papers and completed  
Handout #4: News and Opinion  
Sources

Handout #13 — Analyzing  
Newspaper Articles and Editorials

Terms:

**Editorial** — article written by an editor or editorial board; in a newspaper, presenting the viewpoint of the organization on an issue, not the opinion of an individual writer and so unsigned  
**Opinion article** — an article giving an individual's opinion on a current issue

**Emotive term** — a term that triggers emotion; in the media, a term that is used to manipulate public opinion, often by smearing or elevating its subject

**Neutral term** — a term that does not signal an attitude, used with the goal of being objective

**Neutrality** — a state of not taking sides

**Objectivity** — relating to an object or observable phenomena that can be perceived by all observers, having reality outside the mind

## SESSION 10: Analyzing Newspaper Articles and Editorials

**Guiding Question:** How do I identify information and opinion in newspaper articles and editorials?

**Essential Understanding:** While articles are generally written to be balanced and editorials to persuade, both can contain opinions and bias.

### Teacher and Student Activities:

1. Introduce the continuing importance of newspapers. Newspaper readership has declined as more people use television, radio, and the Internet to get their news. However, newspaper articles and editorials are still influential in our society. The newspaper article shapes information about a particular event to create a story that has a beginning and end. Like other forms of media, newspaper articles are crafted to send a specific message about a certain topic.
2. Distribute **Handout #13 – Analyzing Newspaper Articles and Editorials**. A newspaper article and an editorial are provided for analysis. For analysis, you can use the same questions from the critical reading exercise we did earlier in the unit.
3. Discuss the questions from Handout #13. Did students identify emotive terms? How do they distinguish between information and opinion? Between point of view and bias?
4. Ask students to share observations from their assignment analyzing news and opinion sources on a current issue. Ask for examples of disagreements between the articles they read; how do students explain the differences? What examples do they have of articles they believe are balanced, and of editorials they believe are based on a well-reasoned argument? What examples did they find of bias? How do they compare with the article and editorial from 1943?

#### Overview:

Students analyze and compare documentary photos taken by two photographers to identify their point of view.

#### Materials needed:

Several newspapers with example photos selected in advance  
Handout #12—Analyzing Photographs

#### Terms:

**Point of view** — a position or perspective from which something is considered

**Framing** — in photography, composing a view within the lens of the camera, decision of how much of the surroundings to include around a subject

**Composition** — in art, arrangement of visual elements into a whole according to principles of unity/variety, balance, rhythm and movement

**Lighting** — in photography, decisions on the angle, intensity and quality of light on a subject that determines its appearance

**Mood** — in art, the expression of a pervasive or general feeling

**Expressive qualities** — in art, visual elements used in a manner that shows expression or feelings

#### Resources:

Curtis, James, “Making Sense of Documentary Photography,”  
*History Matters* website.

<http://historymatters.gmu.edu/mse/photos/>

## SESSION 11: Analyzing Photographs

**Guiding Question:** How do photographs convey a point of view?

**Essential Understanding:** Photographs convey a point of view through a choice of subject and treatment of their subject: the photographer’s position, framing, composition, lighting, and mood.

#### Teacher and Student Activities:

1. Begin by sharing some example photos from the current week’s newspapers. Can students identify some that were selected with a point of view? For example, with photos of politicians in the news, do some photos seem to show them as vital, energetic and engaged? Do some other photos seem to show them as old, washed-up, and clueless?

#### Analyzing Photographs:

2. Seeing a scene enables us to immediately enter it in an emotional way, which has a powerful impact and, at times, causes us to bypass critical analysis. It is easy to believe that pictures don’t lie, that what we see is a “factual” presentation of the events, people, or place in the photograph. Critically analyzing photographs is very similar to critically analyzing text in terms of basic assumptions:
  - No one photograph tells the whole story
  - Photographs have a point of view
  - Photographers choose what to shoot and what to leave out
3. Two well-known photographers were hired to document the round-up and incarceration of Japanese Americans after the attack on Pearl Harbor; Dorothea Lange, best known for her photos of Dust Bowl farm workers, and Ansel Adams, the famous landscape photographer.

Distribute **Handout #14 - Analyzing Photographs**. Two sets of photographs, one from each photographer, are provided for analysis. Allow time for students to look carefully at the images, and make notes on the handout questions.

4. Look at the photos one at a time as a class to analyze their compositions, based on student responses to the questions. How much agreement is there among them? How would they compare Dorothea Lange’s work with Ansel Adams’?

Overview:

Students work in small groups to practice their oral presentations and give one another constructive feedback.

Materials needed:

Handout #15 — Presentation Practice

Terms:

**Constructive feedback** — communication to enhance another's performance by pointing out areas of success and areas for improvement with suggestions, offered in a way that enhances a relationship

## SESSION 12: Practice/ Sharing of Research Work: Last day of preparation

**Guiding Question:** How can I present my topic effectively in an oral report? How can I listen actively and give feedback constructively to improve a peer's oral presentation?

**Essential Understanding:** The success of an oral presentation depends upon planning for one's audience. A practice audience member can provide valuable suggestions for revision from a listener's point of view.

### Teacher and Student Activities:

1. Distribute **Handout #15 - Presentation Practice**. Student presentations are due during sessions 14 and 15, so this session is devoted to having students work in small groups to practice their presentations, to offer feedback to each other, and to work on completing their presentations.

## **SESSION 13 and 14: Student Presentations**

Allow space for students to set out their display boards. These two days are set aside for presentations by the small groups of three who worked together. In an average-sized classroom, five groups will give their presentation each day.

#### Overview:

Students investigate ways that other students have moved from research to action on social issues, and develop plans for possible action on their chosen issue.

#### Materials needed:

Handout #16 — Taking Action  
Handout #17 — Three-Week Reflection

#### Terms:

**Child slavery** — the condition of those under the age of 18 who work for extremely little or no pay, are threatened by force, have no option to leave, and receive no education or health care

**Social activism** — intentional action with the goal of bringing about social change

#### Resources:

There are students around the world who are digging deeper, and are working to make change. Here are a few web sites of examples.

Student activist network on college campuses; work towards civil rights and injustice issues  
[http://www.civilrights.org/campaigns/student\\_activist/learn\\_more.html](http://www.civilrights.org/campaigns/student_activist/learn_more.html)

## SESSION 15: Moving from Research to Action

**Guiding Question:** How can we take our research on a social justice issue and turn it into positive action?

**Essential Understanding:** Ordinary citizens (including students) can bring attention to social issues and be a force for change.

#### Teacher and Student Activities:

1. Here is one example of a student taking action. Craig Kielburger, then a twelve-year-old middle school student in Toronto, came upon a story of the assassination of Iqbal Masih, a twelve-year-old Pakistani boy who was traveling the world to speak against the practice of enslaving children to work in the rug industry. Iqbal had been “sold” to rug manufacturers in Pakistan and worked for years chained to a loom, making rugs, until he escaped. He then traveled the world telling his story until he was assassinated by those who did not want his story to get out. Kielburger, the same age as Iqbal, was moved to find out more, and turned his research into the organization Free the Children.
  - A very short summary of Craig Kielburger’s work, at <http://www.senser.com/bu6.htm>
  - CBS news summary of Kielburger’s work <http://www.cbsnews.com/stories/1999/10/01/60II/main64529.shtml>
  - Yes magazine story on Kielburger <http://www.yesmagazine.org/article.asp?ID=294>
2. Distribute **Handout #16 – Taking Action**. Students have carried out research on issues of injustice for this unit. What would be their next steps should they wish to act based on what they have found? How might they strategize actions that could lead to the change they desire? Hold a discussion asking students to talk through ways they might take action, based on their research, based on what they have learned during the past three weeks, and based on their sense of their own resources. This can be done as a whole group or in small groups.

Here are some questions that might help them to think through their next steps.

- Upon what are you basing your understanding of the issue? What evidence is there and what is the source for that evidence? What has convinced you that it is solid evidence?

Resources, cont:

Rethinking schools is an organization that features articles about education with a focus on social justice. They frequently highlight student and community efforts at bringing change to their schools and communities.

[www.rethinkingschools.org](http://www.rethinkingschools.org)

Student organization geared towards taking action against military recruiting in schools, and towards peace

[www.studentpeaceaction.org/Organize/ally.html](http://www.studentpeaceaction.org/Organize/ally.html)

Student Activism Resource Handbook, including Web Resources

<http://www.csun.edu/eop/htdocs/studentactivismbook.pdf>

- Is there any compelling evidence that offers another conclusion?
  - What kind of change do you think would make the situation better?
  - What resources and allies would help you to bring about change?
  - To whom do you wish to communicate, and why? Who should know about this and how might they help to bring change?
  - How might you make contact with your desired audience?
  - What might you say to them to help them to understand why they should be concerned and why they should act?
3. Conclude the unit by distributing **Handout #17 – Three-Week Reflection**. Have the students write a page on what they learned in this unit. What was the most significant learning for them? The handout includes questions to guide them in this reflection.

## Student Handouts

### Unit Overview

#### Introduction of the Unit

This unit is called “Dig Deep,” and that is what we will do over this next three weeks. We will dig deeper, probing beneath the headlines and the surface explanations of events and situations in search of as complete an understanding of historical and current events as we can find. We will at times be working to make sense of contradictory accounts of historical or current events, trying to separate fact from opinion, and searching out voices that have not been a part of the public conversation in order to fully appreciate what has happened, or is happening now. There are many challenges to approaching the world in this way and we will address several of them over the course of this three week unit. We will connect how we gather information about the world with what we know about it, and develop strategies for becoming as informed as we can be about the events and issues that affect us.

This unit sets goals for both skills and content. After successfully completing the requirements of the unit, you should have the ability to:

- Read a variety of materials for understanding
- Identify points of view and bias in a variety of texts and demonstrate an awareness of how this affects the reading and meaning of the texts
- Analyze textbooks for bias and point of view
- Recognize the impact that media consolidation has on our awareness of the world
- Explore particular issues from multiple perspectives
- Locate artifacts, primary source documents, and other resources in libraries, museums, and other collections
- Situate past and current events within a historical context
- Synthesize and organize information from multiple sources
- Write a position paper, using evidence, logic, and reason to support that position
- Demonstrate knowledge of issues affecting those who are being treated unjustly
- Identify voices that have been shut out of the national conversation; who is being allowed to speak for themselves, who are being spoken for, and whose voices are missing entirely from a discussion of issues
- Appreciate the need for an independent and protected press and media
- Respond to the statement that “history belongs to the powerful, to the victors”
- Compare and contrast events from different times and places
- Learn and apply research skills, practices, and habits
- Move from research to action

## Checklist of Student Activities

Below is a checklist that summarizes activities during the Dig Deep unit. You can use this checklist to help plan dates for the activities and to keep track of progress.

History of the Class – in-class on Session 1 This exercise is explained in <b>Handout #1 – History of the Class</b>	Date _____
Media Autobiography – handed out in Session 1, due Session 3 This assignment is explained in <b>Handout #2 – Media Autobiography</b>	Date _____
Reading Critically – in-class on Session 2 This exercise is explained in <b>Handout #3 – Reading Critically</b>	Date _____
News and Opinion Sources on a Current Event – group assignment handed out in Session 2, due for discussion Session 10, final written version due for Session 11 This assignment is explained in <b>Handout #4 – News and Opinion Sources on a Current Event</b>	Date _____
Demographics Are Us – in-class on Session #5 This exercise is explained in Handout #5—Demographics Are Us	Date _____
Social Justice Display Board and Presentation – end of unit assignment handed out during Session 5, due for oral presentations and display during Sessions 14 and 15 This assignment is explained in <b>Handout #6 – Social Justice Display Board and Presentation</b>	Date _____
Creating a TV Ad – in-class on Session 5 This exercise is explained in <b>Handout #7 – Creating a TV Ad</b>	Date _____
The Business of Media – in class on Session 4 This exercise is explained in <b>Handout #8 – The Business of Media</b>	Date _____
Monitoring TV and Radio News – group assignment handed out during Session 5, due for Session 6 This assignment is explained in <b>Handout #9 – Monitoring TV and Radio News</b>	Date _____
Finding Resources in the Library – in the library on Session 7 This exercise is explained in <b>Handout #10 – Finding Resources in the Library</b>	Date _____
Analyzing a Newsreel – in-class on Session 8 This exercise is explained in <b>Handout #11 – Analyzing a Newsreel</b>	Date _____
Analyzing Oral Histories – homework for Session 9 This assignment is explained in <b>Handout #12 – Analyzing Oral Histories</b>	Date _____
Analyzing Newspaper Articles and Editorials – in-class on Session 10 This exercise is explained in <b>Handout #13 - Analyzing Newspaper Articles and Editorials</b>	Date _____
Analyzing Photographs – in-class on Session 11 This exercise is explained in <b>Handout #14 – Analyzing Photographs</b>	Date _____
Presentation Practice on Sessions 13 & 14 This exercise is explained in <b>Handout #15 - Presentation Practice</b>	Date _____
Taking Action – in-class on Session 15 This exercise is explained in <b>Handout #16 – Taking Action</b>	Date _____
Three Week Reflection – homework for end of unit This exercise is explained in <b>Handout #17 – Three Week Reflection</b>	Date _____



## Handout #1 – History of the Class

Take ten minutes and write a brief history of the class in the space provided below. There is no “right way” to do this exercise. Because of the time limit you might want to focus on the most important aspects of the class to write about. You are also encouraged to write anonymously, but keep in mind that your account may be read by others. There is no need to consult your notes.

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

## Handout #2 – Media Autobiography

What early memories do you have of yourself as a media consumer? Did you have favorite TV programs as a pre-schooler?

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Do you remember any advertisements from that early age?

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What was your media usage as an elementary school student? What magazines did you read, if any? What shows did you watch? What radio stations did you listen to? This could include sources that someone else in your family chose that you also heard or watched as part of your home environment.

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What ads do you recall from these different media during your elementary school days?

TV: \_\_\_\_\_

Radio: \_\_\_\_\_

Magazines and other print media: \_\_\_\_\_

When did you become a consumer of on-line media content?

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What ads have you been exposed to through your online use?

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What is your media use now: TV, print, radio, online?

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How much time on a daily basis do you estimate spending on average with each one?

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What ads are frequently directed at you now? What kind of people are they geared for?

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Which of these ads work for you, i.e. make you want what they are selling? How do they do it?

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How do you hear about news and goings on in the world? (This may be from other people as well as through media.) How well-informed do you believe you are from these sources?

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How do you think your view of the world is shaped by your media use?

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## Handout #3 – Reading Critically

Please answer the first question before reading the article assigned to your group.

What do you already know about the topic?

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Now read the article assigned to your group, and answer the following:

What is the title of your article, who wrote it, and what is the source?

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What does the writer say about the topic? Summarize the main idea. Is it written as an informative news article, or as an opinion piece/editorial?

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What evidence does he or she provide to support what they are saying?

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What kind of historical context does it provide?

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Are there indications of point of view or bias in their reporting? Consider:

- word choice, especially to describe or refer to groups
- does the article use neutral terms, or any emotive terms?
- are several perspectives presented?

If more than one perspective is presented, are they balanced?

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Does the article confirm or challenge what you thought you knew before reading it?

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What questions do you have about the topic, or about the reporting?

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**After 15 minutes your group will report to the whole class. Decide how your group will present your information in a one- to two-minute briefing.**

**During the presentations, compare what the different journalists say about the topic in question.**

In what ways do they agree and where do they disagree?

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Do the articles present facts, opinions, or both?

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How strong and consistent is the evidence?

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Do the authors agree on the basic facts of the situation?

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What role does point of view play in what is reported and how it is reported?

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What do we know after hearing from all the groups, and what questions are we left with?

# Handout #4 – Assignment: News and Opinion Sources on a Current Event

For this project, you will find and compare three articles, from three different sources, on a current-event topic of interest to the group. Your task will be to find several perspectives on that topic, to analyze each article according to the following questions, and then to write up a 2-3 page summary of your analysis. The articles you choose must include at least one opinion piece or editorial, and at least one news report. Choose the three sources to represent diverse perspectives, whether of political orientations, regions of the country, and/or target demographics. You will attach copies of the articles to your completed handout notes and final write-up. Bring your completed assignment to class for discussion during Session 10, and it is to be turned in by Session 11.

- 1. While reading the article, underline the parts you think represent opinion. These could be statements or even single words that are emotive terms.
- 2. Use these questions for each article, to organize your analysis.

What is the title of your article, who wrote it, and what is the source?

What does the writer say about the topic? Summarize the main idea. Is it written as an informative news article, or as an opinion piece/editorial?

**For news articles:**

What does the writer do to present several perspectives?

**For opinion articles:**

Outline the premises (points) that the writer uses to build their argument (position).

**For news articles:**

In what ways is the article balanced? Do you consider it neutral, or to be expressing a point of view?

**For opinion articles:**

What evidence (facts) does the writer use to support their premises?

3. Write-up a summary, comparing your analysis of the three sources. Use the following questions as a guide for your 2-3 page paper.

- Does each article present facts, opinions, or both? Is the news article(s) objective?
- Do the authors agree on the basic facts of the situation?
- What differences are there in the evidence presented by each?
- Whose perspectives are emphasized in each article? What perspectives are left out?
- On what points are there major disagreements?
- How important do you think it is, for understanding of this issue, to be informed by more than one source?

# Handout #5 – Demographics Are Us

In your group, look through your collection of advertisements from one magazine, and answer the following by examining the ads.

Who are the advertisers directing their message to? That is, who is their target market?

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What do the advertisers assume are the cares, concerns and desires of the magazine’s readers?

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What techniques do the ads use to appeal to those readers?

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## Handout #6 – Assignment: Social Justice Display Board and Presentation

### Unit ending assignment – Research project and oral presentation

You will work in a group to research an issue that has to do with social justice. It can be a historical issue or current event, but it has to involve work to bring justice or equal rights to people. You will search out the actions of those who have worked for justice, to bring the nation closer to its democratic ideals. The focus of the work is to understand the issue from several different perspectives. Through your research, you will find information from as many relevant points of view as possible.

Your group will work together to locate different sources, and prepare a poster or display board on your issue. The display board will be designed to attract interest and inspire involvement in your issue. The text needs to include both informative and persuasive sections. It is due for Session 13.

Your group will also prepare an oral presentation of five to ten minutes in length, which will be shared during Sessions 13 and 14.

Preparation for your display and oral presentations will include the following steps:

- Identify and analyze four or more written sources, spanning a range of points of view about the topic.
- Include information from at least one primary source. This might be from song lyrics, journal entries, letters, oral histories, documentaries, or an interview you conduct.
- Include an image of at least one visual source, such as a photograph, drawing, architectural plan or reproduction of an art work.
- Include a bibliography of sources used in this research project.

Design of your display board will include the following steps:

- Write up and print as four separate short documents to mount on your board:
  - a position statement on your issue—why it's important and how it needs to be addressed
  - an informational background summary for context on the issue
  - a case for your position statement, with several points supported by evidence
  - your bibliography
- Print out an excerpt from a primary source that will support your case
- Create, cut out or print out a visual image or images that will attract positive attention and support your case
- Design the board by mounting this material in a way that will catch and hold attention

Your display and oral presentation should respond to some or all of the following questions:

- Why is this issue important?
- What did you know about it before you began your research?
- What is the historical context for this issue? How long has it been going on, and who has been involved and affected by it?
- Who has benefited from the unjust situation you researched, and who has suffered?
- Whose voices have been heard regarding the issue? Whose voices and points of view have been minimized or shut out? How has this affected what we know about the topic?
- What is the current state of the situation? What efforts are being made to prevent change?
- What efforts are being made to make change?
- Which of the efforts for change have been successful and why?

Some possible topics include (but are not limited to):

- Native Americans rights
- Enslaved Africans and abolitionists fighting the institution of slavery
- Union organizers and laborers seeking to improve working conditions in factories, mines, fields, and other work sites
- Women working for equal rights, voting rights, equal pay, access to management and electoral positions, recognition of the work they do in the home
- Students and adults standing up to instances of censorship
- Peace movements through the twentieth and twenty-first centuries
- Justice movements through the twentieth and twenty-first centuries
- Challengers to discrimination in any area, toward any people
- Supporters of small farmers struggling to survive the growth of agri-business
- Individuals addressing disparities in population health, health care, insurance
- Efforts to end child labor
- Work on behalf of the elderly
- Detainees, past and current
- Environmental work for toxic waste cleanups, oil spills, or other
- Health and safety advocates challenging toxic toys, unhealthy prepared foods, car manufacturers
- Concerns over war, for example, in Mexico, Vietnam, Iraq, against Native Americans

### Checklist for the Project

- ☐ We divided up responsibilities among our group members for locating sources, writing up information, design of the display, and preparing the oral presentation.
- ☐ We organized information from notes, data, and other evidence to develop a position.
- ☐ We wrote drafts of the sections, which included:
  - A position statement on the issue
  - An informational summary giving background
  - A case for the position with accurate supporting details from primary and secondary sources
  - connections between the sources and the issue
  - an evaluation of various groups' perspectives on the issue
- ☐ We revised the text to make ideas clearer, better organized, more detailed, more accurate, and more convincing.
- ☐ We edited the text to improve grammar, punctuation, spelling, and capitalization.
- ☐ We collected several possible images, and selected those that would have the greatest impact.
- ☐ We planned out how to use the space of the display board by thinking through the placement and scale (relative size) of the image(s), placement of text, and use of empty space.
- ☐ We designed the display to attract and hold attention by using imagery with impact, color, and a clear organization, and appropriate text or font sizes.
- ☐ We used APA or MLA style to give reference to any readings or sources.
- ☐ We included the bibliography to document the sources.

# Handout #7 – Creating a TV Ad

Work together in a small group to create a televised public service announcement (PSA) using one or more of the techniques discussed in the classroom. Possible topics for the public service announcement spots include convincing people: not to smoke; not to force young children to work; not to discriminate based on race, gender, sexual orientation, political views, age, class; to eat healthily, to exercise, etc.

Your group should describe or write out a script for a thirty-second PSA. Then members of the group will act out the PSA spot for the rest of the class.

PSA topic

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Description of the PSA

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## Handout #8 – The Business of Media

## The World in Eight Seconds

Choose a topic that you know and that matters to you. Your task is to communicate as much information as possible to help the class understand this issue as fully as possible. The only catch is that you only have eight seconds to tell the story.

Take five to ten minutes to prepare your statement. We will then go around the room and hear all the statements.

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## Take 45

Now prepare a forty-five-second statement to tell the story.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Handout #9 – Monitoring TV and Radio News

With a partner you will monitor a news show on television or radio to determine what you would “know” if this were your only source of news and information. Respond to the following questions based on your viewing or listening of a whole TV or radio newscast or program. You can watch or listen on additional nights to make sure you didn’t see an atypical broadcast.

What is the source? What are you watching, reading, listening to?

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Who are the people presenting the stories? Who are the news hosts or anchors?

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What stories are presented on the broadcast? How long is each story? What information is conveyed?

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- B. 

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- C. 

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- D. 

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- E. 

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What history or context for each story is provided?

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Who is quoted, or interviewed? Who defines the issue? Who speaks?

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Are there people involved in the story who are not represented in the news story? Are there people who do not get to speak for themselves, to tell their side of the story?

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What questions are you left with after the story?

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What advertisements were aired during the newscast? What does that tell you about who the advertisers think is watching?

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This assignment is due during Session 7. You and your partner will share your findings with your classmates and will hand in a written response to the questions. One paper per group is enough.

### Handout #10 – Finding Resources in the Library

Below is a checklist of activities to complete during a library visit.

- ☐ Find a nonfiction book related to the social justice topic you are researching. Write down the information on the title page and chapter titles.

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- ☐ Find a journal or magazine article related to the topic you are researching. Write down the bibliographic information.

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- ☐ Locate one or two sources from the reference section of the library that may be useful to you in your research. Record the basic location and bibliographic information, and the page number/article title if appropriate.

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- ☐ Locate a nontext resource the library offers, for example a map, movie, DVD, documentary, CD related to the topic you are researching. Write down the bibliographic information.

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- ☐ Access a web site that is related to your research project. Record the address of the web site and a brief summary of what is offered there.

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## Handout #11 – Analyzing a Newsreel

View the nine-minute newsreel *Japanese Relocation* made by the U.S. War Relocation Authority and the Motion Pictures Division of the Department of War during World War II. This newsreel was shown before feature presentations in U.S. movie theatres in 1943. While viewing the newsreel, jot down your thoughts regarding the following questions and topics.

What was the film's central message?

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How did **word choice, music and selection of images** contribute to the film's message?

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How were Japanese Americans portrayed?

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What reasons were given for the mass removal and incarceration of Japanese Americans?

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What evidence was used to justify the government's action?

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After viewing the newsreel, discuss it in small groups. Share the thoughts you jotted down while watching the newsreel. Below are additional questions for the group to consider in relation to the newsreel. Discuss those that seem most relevant or important and consider as many as you can.

- Would you consider this film biased? Why or why not?
- Why do you think this film was made?
- Who do you think was the intended audience for this film?
- How were the camps portrayed in this film?
- Based on the film, what adjectives would you use to describe life in the incarceration camps?
- Was the issue of civil rights addressed in the film? If so, how?

## Handout #12 – Analyzing Oral Histories

Our knowledge of a historical time period is often limited to major events. We usually don't understand the everyday experiences or feelings of individuals. An oral history interview is an opportunity to get an individual's perspective of a historical event. This perspective may or may not be typical of a person from his or her time and culture. Because of the subjective nature of an oral history interview, it is not used in the same way as historical materials like official records and documents. However, it is a way to construct a side of history that was not included in official records.

Below are transcripts from four oral history interviews. The transcripts are from short segments of much longer interviews. All four of the narrators, or interviewees, were removed from their homes in Washington State and sent to a remote incarceration camp with their families. The interviews were conducted by Densho: The Japanese American Legacy Project, and all of the interviewers were Japanese American.

Use the following questions to help think about the transcripts.

1. Who is the narrator?
  - What is the narrator's relationship to the events under discussion?
  - What stake might the narrator have in presenting a particular version of events?
2. Who is the interviewer?
  - What background and interests does the interviewer bring to the topic of the interview?
  - How might this affect the interview?
3. What has been said in the interview?
  - How has the narrator structured the interview?
  - What's the plot of the story?
  - What does this tell us about the way the narrator thinks about his or her experience?
4. How would you compare the accounts with one another?
5. What differences were there between the government newsreel and the oral histories?

## Kara Kondo Interview

**Date:** December 7 & 8, 2002

**Location:** Seattle, Washington

**Interviewer(s):** Alice Ito, Gail Nomura

**Interview Length:** 5 hours 30 minutes 22 seconds

Nisei female. Born 1916 in the Yakima valley, Washington, and spent childhood in Wapato, Washington. Following the bombing of Pearl Harbor, removed to the North Portland Assembly Center, Oregon, and then to the Heart Mountain incarceration camp, Wyoming. Was on the staff of the camp newspaper, the *Heart Mountain Sentinel*. Left camp for Chicago, Illinois, and lived in Pennsylvania, Kentucky and Missouri before returning to Yakima, Washington. Became involved in political organization postwar, such as the League of Women Voters. Testified before the Commission on Wartime Relocation and Internment of Civilians during the redress movement, and became actively involved in groups addressing environmental issues. Ms. Kondo passed away in 2005.

Below is a five-minute excerpt from Kara Kondo's interview where she remembers the day of mass removal: helping the GIs with the move, sadness of her father, and the sound of the gate closing upon her arrival at the Portland Assembly Center

### Interview Excerpt

AI: Well, I think you had mentioned that it was early June when you and your family were finally actually physically going to leave.

KK: Yes.

AI: Could you tell us about those last days?

KK: Yes. It, it had such a feeling of unreality. The contingent of the military that came from, from Fort Lewis to evacuate us, to get our final papers in order and to actually put us on the train, were very kind. They were helpful, and we worked with them for about, close to a week. And they're the ones that had to see that we got on the train. There were two, we had two trains. One left on, I think it was June the fourth, and the other, the fifth. But I think I went on the first one. And to accompany us from Wapato to Portland was another group that stayed on the — came to escort us to Portland. And I remember that I was, when we approached there I was helping. I helped with name interpretation and pronunciation and with the, with the GIs that were helping us move. And so I was outside helping them with the names of people who were supposed to get on the train, and I heard a scuffle and pretty soon someone was being kicked off, one of the soldiers that were to accompany us was being thrown off the train. And it was very frightening to think, "Oh my goodness. What's going to happen to us?" And those who had been there said, "Don't worry. Nothing is going to happen to you. They had a little leave time in between and they got drunk. And so they were, but we told them that, gave them explicit instructions that nothing was going to happen to you."

So these are the kinds of things that occurred, but I can never, I can always picture the sun was setting and the crowd was gathering where the people — some of your friends — and there were

hundreds of people there. Some were there to say goodbye, others came just for the curiosity. And it just had sort of a circus feeling about it. And people were looking for their friends to say goodbye to, and, but finally we got on the train. I remember pronouncing the last name and I got help going up the train. And I said, "Thank you for your help." He said, "Forget it. Thank you." And it was such an odd feeling, it just... as we pulled out I can remember my father holding onto the arm of the seat, hard seat. The blinds had been drawn, but you could, before they did that you could see the shadow of Mt. Adams and the sun behind it. And looking at his face I could just feel that he was saying goodbye to the place that he'd known so well. Pictures like that just really, when you think about it, were very sad. But it was... it was such a — it's hard to explain the kind of feeling, the atmosphere of that time.

But... and we went, traveled through the night with the shades drawn and got to Portland livestock center, our evacuation center about, really about dawn. And I stayed until the last person got in the, into the compound and heard the gate clang behind me. And I think — when people ask what my memory was about evacuation — I think I'll always remember the sound of the gate clanging behind you and knowing that you were finally under, you had barbed wires around you, and you were really being interned.

Kara Kondo Interview - Copyright © 2002 Densho. All Rights Reserved.

## George Morihiko Interview

**Date:** December 15 & 16, 2005

**Location:** Seattle, Washington

**Interviewer(s):** Megan Asaka

**Length of Interview:** 4 hours 43 minutes 38 seconds

Nisei male. Born September 19, 1924, in Tacoma, Washington, and spent childhood in Fife, Washington. Following the bombing of Pearl Harbor, removed to Puyallup Assembly Center and Minidoka incarceration camp, Idaho. Drafted into the army in 1944 and joined the 442nd Regimental Combat Team in Europe. Awarded the Purple Heart for actions in the Battle of the Gothic Line. After the war, briefly resettled in Fife before going to the East Coast to attend photography school. Worked for Tall's Camera in Seattle, Washington for many years. Currently speaks to many school groups and community organizations about wartime experiences.

Below is a four-minute excerpt where George Morihiko talks about entering the Puyallup Assembly Center and how "the day you walked through that gate, you know you lost something."

### Interview Excerpt

MA: So they had this special graduation ceremony for the, for the Nisei students that were leaving?

GM: They had another —

MA: And then the next day, what happened?

GM: Well, oh, the, that's right. The next day, we were in camp. That was another thing, you know. We graduated that day, the next day we were behind barbed wire fence, and all the students knew that, too. And then we were in camp, of course, I was in Area B, which you could see through because there was nothing but barbed wires and barracks. We waved to our friends passing by to see us. They'd come by and wave at us, and we'd wave at them. So they still came to see us. In fact, at one point during our stay in Puyallup, two of the girls came and saw Bill Mizukami in Area C, and came over to see me in Area B, and they let them into the camp, in a special room to talk to us, and it was a little different from what we were accustomed to, you know, guns pointing at you and stuff like that. But they did let 'em come into the camp.

MA: So your friends made an effort to stay in touch with you a little bit?

GM: Uh-huh. Well, up to that point. After that, I never heard from them again. But they did come to see us after we went into Puyallup.

MA: How far away was the Puyallup Assembly Center from your home?

GM: Well, it's about, about six miles away from my home and the school. So that was pretty close, so you didn't feel really lost.

MA: What was your reaction when you kind of got to Puyallup and saw the barbed wire, and yet you were still in your own hometown? What was that like?

GM: That's hard to say because we forget a lot of things, but I guess the Japanese have a word for it: *gaman*, "take it as it comes." But the... but there are some things in your heart that you can't forget, and that is the day you walked through that gate, you know you lost something. Up to that point, it was news or something like that. But when you walk through that gate, you know you lost something. 'Cause, you know, the gate's got guards and barbed-wire fence and everything, and you're walking from a free life into a confined life. And I know one thing, it was hard to explain to somebody what was it like in camp, because we never tell them the truth, what it was like in camp. It was horrible. The idea was horrible. But being Japanese and how we react to those kind of things, because we're trained from our younger childhood days, we took it. It's *gaman*, we took it as it came, and we didn't fight it. But from there on, you're confined in this little boxy area, you could only walk a hundred yards or so, going the longest distance from one end to the other, and you got, soldiers were on you and guns pointed at you, machine guns above you. And you're not even thinking about escaping or anything, that was out of the question. But you're trying to figure out how to make the best of it.

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# Frank Yamasaki Interview

**Date:** August 18, 1997

**Location:** Lake Forest Park, Washington

**Interviewer(s):** Lori Hoshino, Stephen Fugita

**Interview Length:** 3 hours 10 minutes 32 seconds

Nisei male. Born 1923 in Seattle, Washington. Spent prewar childhood in South Park and Belltown areas of Seattle. Incarcerated at Puyallup Assembly Center, Washington and Minidoka incarceration camp, Idaho. Refused to participate in draft, imprisoned at McNeil Island Penitentiary, Washington, for resisting the draft. Resettled in Seattle.

Below is a six-minute interview excerpt where Frank Yamasaki shares some of his memories of the Minidoka incarceration camp.

## Interview Excerpt

LH: If we could move to the period where you were going to Minidoka, and you said that you had a blank period that it's difficult to recall, but what made the biggest impression on you when you got to Minidoka?

FY: It was very, very dusty. The dust was powdery fine and if I recall, it was about three or four inches deep. So you just, every time you take a step, you would just have a puff of smoke — I mean, of dust — and if you have even the slightest breeze... wow, you're in, like a fog. And when you go to the mess hall to eat, of course, when you chew the food, you can... you can feel the grit of the sand. And it's amazing, even that, you get used to it. I gradually got used to the mixture of sand and food. [Laughs] It was terrible. The camp was really not ready yet. The water, even they had water tanks along the side of the road where you go, very heavily chlorinated water for drinking.

SF: So right before you were gonna go to Minidoka, did you anticipate it as a positive event or a negative event when you were moving from "Camp Harmony" to Minidoka? Was that seen as more hassles or a good thing?

FY: That's the area, that's the area I kind of blanked out. I don't recall at all. I'm sure there must have been some apprehension. But, total blank there. I try to recall several times, but I don't know why.

LH: Now, your family was all reunited at Minidoka.

FY: At Minidoka, yes. We were in Block 41.

LH: What were your living quarters like at Minidoka?

FY: Well, it was, at least it was a lot more substantial than over at the assembly center; but it was still a minimal area. I would say roughly 12 x 15 or so in size, and, or maybe 20 and then the... this was a long barrack that was partitioned off to... terrible memory, five or six units. And in each unit there would be a family. And each unit would have one large pot belly stove, cast iron stove. And the beds I think were more substantial, they were metal bed or rather bunk, or what would you call these, they

were collapsible bed. And my father and mother, they combined the three beds with George together so that all three of them could sleep in one area, and I had a bed and my brother had one. So there were five of us in this little room.

LH: And it was one open space?

FY: One open space where you would have a pot belly stove in one corner and the beds around the perimeter, and one entrance and a table in the center.

LH: So, could you hear other people in the adjoining --

FY: No, this was much more substantial. The partition, I think, went all the way to the top, but, of course, you can still, the walls are not insulated so you can hear, but not like before where it was absolutely big cracks on the partitions and knotholes and then above would be open. So, it was much more substantial.

SF: Did your mom and dad put up some temporary blankets or any way try to get some privacy?

FY: I know what you mean, others had. But you know, we were all boys in the family, and I noticed that in some of the family where they would have women, young girls or teenagers or older, they would have drapes running across that they would hang. The period, early stage where the area was undeveloped and very dusty and the toilet facility was still poor. It was bad, but one thing under that type, type of situation, food plays a big part and the cooks they had there were fantastic. Because there were so many Japanese running restaurant business, so every, every mess hall would have one or two or three professional cooks. And they would... oh, it was wonderful. The food was good.

Speaking about food, back in the assembly center, I think if you were to ask a great percentage of the evacuees that were taken to the Puyallup Assembly Center, if you mention the word "Vienna sausage," I think you would get a laugh from them. Because there was a period there where we had Vienna sausage for every single day, and it got so bad that some people had developed diarrhea. And what happened is one evening -- I didn't see it, but I heard about it -- there was a group that just happened to, simultaneously, they all went toward the toilet and the guard on the tower thought there was going to be a riot. [Laughs] I heard that he turned the light on and he swung around and there was a, as you go up the ladder to this platform, there's a hole there, and I understood he fell down. Fell through there. [Laughs]

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# Masao Watanabe Interview

**Date:** June 19, 1998

**Location:** Seattle, Washington

**Interviewer(s):** Tom Ikeda

**Interview Length:** 2 hours 56 minutes 34 seconds

Born 1923 in Seattle, Washington. Grew up near Nihonmachi area of Seattle. Incarcerated at Puyallup Assembly Center, Washington, and Minidoka incarceration camp, Idaho. In 1943, volunteered for the army while in camp. Served in Europe with the 442nd Regimental Combat Team, L Company. Returned to Seattle after the war and worked for the U.S. Customs Service. A founding member of the Nisei Veterans Committee (NVC) in Seattle. At the time this interview was taped, Mr. Watanabe was recovering from a recent series of cancer treatments.

Below is a three-minute excerpt where Mas Watanabe talks about his feelings about going into the Puyallup Assembly Center.

## Interview Excerpt

TI: Let's jump now to the Puyallup Assembly Center, or what was called "Camp Harmony."

MW: That was a hell of a good name.

TI: Do you remember going to Puyallup and what it was like?

MW: Hey, I was a high school graduate. I sure remember.

TI: And what was it like?

MW: I had been to Puyallup a few times when it was the fairgrounds of Western Washington. Little did I know that I would replace the pigs and the cows and that type of stuff, you know, 'cause they, they restructured the fairgrounds and the parking lots into these temporary hovels. And they had a hell of a lot of nerve calling it "Camp Harmony." But, anyway, it was... boy, it was a real traumatic type of living, where you're in the former stalls where the pigs and the cows and everything else were. Temporary shacks, just the walls were so many feet off the ground, and families of six and seven were crowded into one little spot. I think intentionally, I forgot a lot of "Camp Harmony." I hate to use the word "harmony," but it was just not a very good experience.

TI: How were you, what were you thinking? I mean, you were a high school graduate and so you had learned a lot in your civics courses and history courses about the United States Constitution and all those things. What was going through your mind as this was happening to you, a United States citizen?

MW: Well, in retrospect I can say a lot about that, but I just... I just felt that all this liberty and crap was all crap. You know, it just, you read so much about democracy and all this and it was a real eye-opener to see what could happen to citizens and what does citizenship mean. 'Cause it just bothered the heck out of me to think that I tried to be a good citizen and, man, they are tossing me into joints like this. I didn't like it. I can't imagine anybody liking it or having positive images of being locked up.

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## Handout #13 – Analyzing Newspaper Articles and Editorials

Newspaper readership has declined as more people use television, radio, and the Internet to get their news. However, newspaper articles and editorials are still influential in our society. The newspaper article shapes information about a particular event to create a story that has a beginning and end. Typically print articles treat a topic in more depth than radio and television. Like other forms of media, newspaper articles are crafted to send a specific message about a certain topic.

A newspaper article and an editorial are provided for analysis. For analysis, you can use the same questions from the critical reading exercise we did earlier in the unit.

- What do you know about the topic before you begin to read the article?
- What is the title of your article, who wrote it, and what newspaper or journal does it come from?
- What does the writer say about the topic?
- What evidence does he or she provide to support what they are saying?
- Do they provide any sense of historical context in which the event is taking place?
- Are there indications of point of view or bias in their reporting? Consider:
  - word choice, especially to describe or refer to groups
  - does the article use neutral terms, or any emotive terms?
  - are several perspectives presented?
  - If more than one perspective is presented, are they balanced?
- Does the article confirm or challenge what you thought you knew before reading the article?
- What questions do you have about the topic, or about the reporting?

## Disloyal Japs Fed Well, Idle While Nearby Crops Rot

By NICK BOURNE

United Press Staff Correspondent

SAN FRANCISCO, Nov. 6. — Ducks and geese today feasted on unharvested lettuce and barley crops, \$250,000 worth of frost-threatened potatoes, and the Army fed 15,000 admittedly disloyal Japanese at the Tule Lake, Calif., segregation center, where the Japs attempted to kidnap Ray R. Best, project director, Thursday night.

The Japanese refuse to harvest the crops, which would be shipped to the nine evacuation camps holding the 95,000 "loyal" United States persons of Japanese ancestry.

Focal point of the trouble which brought troops, tanks, machine-guns and armored cars to take over the camp was 1,200 kibeis, unruly young Japs educated in Japan, brought here from Hawaii.

Until the Army took over, white War Relocation Authority employees feared for their lives, after beatings of whites, intimidation and the inadequacy of protection.

While at the camp, I learned how the Japs live. There were many rumors that they dined on T-bone steak, wasted butter and were being "coddled."

Here is a typical menu for a day:

Breakfast—Fruit, such as stewed prunes or apricots; cooked cereal, tea, bread or rice.

Lunch—Sukiyaki (the Jap version of chop suey), or a stew with some meat, rice, a vegetable, tea or coffee with canned milk.

Dinner—Fish, potatoes or another vegetable, or salad; sometimes dessert such as pudding or stewed fruit; coffee or tea.

The evacuees receive oleomargarine, no butter. They eat all they want; there is no limit on quantity. The food comes from the Army quartermaster and cost the government an average of 38 cents a day for each evacuee for the past three months. Each is rationed about one-half an ounce of sugar a meal.

From the *Seattle Times* / UP Article, December 28, 1943

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## Editorials

### To Keep the Record Straight

In recent weeks several residents have suggested that many of us, in letters to friends and even through The Sentinel, have given an overly rosy picture of WRA center life. If this is true, it has been because we have tried to be cheerful and optimistic in keeping with our desire to cooperate with the government and accept this role, since it is deemed necessary, as gracefully as possible.

Be that as it may, a recital of facts will not be out of place for the several thousand Sentinel readers on the other side of the fence whom we are privileged to call friends. Perhaps it will help to restore a more normal perspective, and provide them with the facts.

This barrack city for more than 10,000 men, women and children, was planned and built—from desolate sage country to finished camp—in just slightly more than two months. It was just two months and 12 days between the time the camp was ordered constructed and the first evacuees moved in. One need not be an engineer to realize the impossibility of creating a luxury city in that time.

We were provided only with the barest physical necessities, and perhaps not all of them. Rather than the tile bathrooms so often mentioned as being furnished, they are very ordinary places with a minimum of privacy, and 100 feet and more from the nearest rooms.

What has been built up since is the result of evacuee labor, ingenuity and ambition, guided and assisted by a devoted Caucasian WRA staff. This is the extent of the labor put in: with some 4,000 persons working eight hours daily, approximately 32,000 man-hours per day are being put into project operation and improvement, 176,000 man-hours per week, 704,000 man-hours per month. It is not surprising that the project is somewhat different in appearance, or what might be called livability, to what it was last August. Much of what has been done will be of permanent value, such as the work on the irrigation canal by the agricultural department. Thanks to these efforts the project soon will be almost self-sufficient with regard to many critical foodstuffs.

All of us and our activities are subject to the same rationing and priorities system prevalent throughout the country. We are carrying on under a \$12-16-19 a month pay scale, supplemented by a small clothing allowance. From this income we purchase all necessary toilet goods, newspapers and reading material, laundry soap, clothing, snacks (practically a necessity), keep up our life insurance and pay out for the sundry needs that inevitably arise. Some even manage to buy a few defense savings stamps with the left-over dimes.

Our rations are served in communal mess halls where there can be no catering to individual tastes. WRA regulations stipulate that meals cost no more than 45 cents per person daily. This is considerably less than the cost of fare provided prisoners of war who are guaranteed, under international law, food comparable to that provided men of the armed forces. We are not prisoners. The majority of us happen to be citizens of the United States, or in the case of aliens, legal residents of this nation.

Perhaps we have taken too much for granted in the way we used certain words. When we say "home", we think of a crowded one-room apartment in a tarpaper-covered barrack. Our friends on the outside are likely to have a different mental picture. We refer to the basketball court, but those on the outside do not

### Heart Mountain Sentinel

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VAUGHN MECHAU, WRA Reports Officer

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vision a desolate out-door plot where boys clear off the snow, put on their galoshes, mittens and ear-muffs, and indulge in a game of basketball. And when we write that we have been to church, outsiders do not see a drab barrack-style hall, sometimes so crowded that the congregation brings blankets to sit on the floor.

We have come to take these things for granted. It is not that like we like these privations, it's that we have come not to mind them so much. It has helped to believe that we were doing our bit for the nation by accepting these things. In a sense we have developed a pride in accomplishment and we are now fiercely proud of knowing how to make the most of little. It was not pleasant to be uprooted from everything dear to us, and transplanted—young and old, men, women and children, citizen and non-citizen—purely on a racial basis and without test of loyalty, to a strange and desolate place.

In some ways it has been fun living the frugal pioneer life. We have smiled and tried to be optimistic because we knew there was nothing to be gained in being morbid or sullen. But not for a minute do we want our friends on the outside, or our persecutors either, to think that we are living in comfort and ease. We would gladly leave the shelter of the paternalistic government today to take our rightful places in the United States as free citizens, and pitch in to do our share toward winning this war as full-fledged Americans.

These are the facts that Senator Chandler and his colleagues of the military affairs sub-committee are beginning to discover, and will continue to discover as their investigation continues.

Editorial from the *Heart Mountain Sentinel*, Vol. II No. 5, page 4, January 30, 1943

Notes

## Handout #14 – Analyzing Photographs

The cliché “a picture is worth a thousand words” is based on its ability to record a great deal of information but also to reach us emotionally, to put us in a scene or to allow us to feel, to relate to what is being portrayed in ways that text sometimes fails to do. Seeing a scene enables us to immediately enter it in an emotional way, which has a powerful impact and, at times, causes us to bypass critical analysis. It is easy to believe that pictures don’t lie, that what we see is a “factual” presentation of the events, people, or place in the photograph. Critically analyzing photographs is very similar to critically analyzing text in terms of basic assumptions:

- No one photograph tells the whole story
- Photographs have a point of view
- Photographers choose what to shoot and what to leave out of the story

### The Photographs of Dorothea Lange and Ansel Adams

Two well-known photographers were hired to document the round-up and incarceration of Japanese Americans after the attack on Pearl Harbor; Dorothea Lange, best known for her photos of Dust Bowl farm workers, and Ansel Adams, the famous landscape photographer. Two sets of photographs, one from each photographer, are provided for analysis.

Below are some questions to help guide a discussion of each set of photographs.

- What physical objects are in the picture?
- Who are the people in the photograph? Of what gender, what age, are they? What are they doing?
- What context, what setting is presented? What do you see?
- How do the people in the picture appear to relate to each other and to their environment?

Analyze and deconstruct the photograph.

- Where is your eye drawn when you look at the picture?
- What is in the foreground of the picture and what is in the background?
- How is the photograph lit? What is in brighter light and what is in shadow?
- Where was the photographer positioned when he or she took the photograph? How might the scene have looked if he or she were standing somewhere else?
- Does this scene look posed, arranged, or natural?
- What does the photographer not show? What might be situated right beyond the frame of the photograph, or what might have occurred either earlier or later?
- What message or information does the photographer want to communicate? Why did he or she take this picture and what does he or she seem to want you to take from it?

Now bring your own interpretation to the picture.

- What feeling or emotion is brought up by the photograph?
- How does what you see/feel in the photograph align with what you know from other sources?
- How does the feeling/emotion communicated by the photograph align with the analysis you have just done?
- What questions do you have and how does this photographer’s communication align with, or contradict other information you have on the topic?
- How would you compare the photographs of Ansel Adams and Dorothea Lange’s?



Densho Digital Archive, 2006

Original Ansel Adams caption: Manzanar street scene, winter, Manzanar Relocation Center.  
Courtesy of the Library of Congress, denshopd-i93-00023.

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Densho Digital Archive, 2006

Original Ansel Adams caption: Tom Kobayashi, Landscape, Manzanar Relocation Center, California. Courtesy of the Library of Congress, denshopd-i93-00012.

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Densho Digital Archive, 2006

Original Ansel Adams caption: Roy Takeno (Editor) and group reading Manzanar paper in front of office, Manzanar Relocation Center, California. Courtesy of Library of Congress, denshopd-i93-00002.

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Densho Digital Archive, 2007

Original Dorothea Lange caption: Turlock, California. These young evacuees of Japanese ancestry are awaiting their turn for baggage inspection at this assembly center. Courtesy of the National Archives and Records Administration, denshopd-i151-00017.

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Densho Digital Archive, 2007

Original Dorothea Lange caption: Hayward, California. Grandfather of Japanese ancestry waiting at local park for the arrival of evacuation bus which will take him and other evacuees to the Tanforan Assembly Center. He was engaged in the cleaning and dyeing business in Hayward for many years. Courtesy of the National Archives and Records Administration, denshopd-i151-00046.

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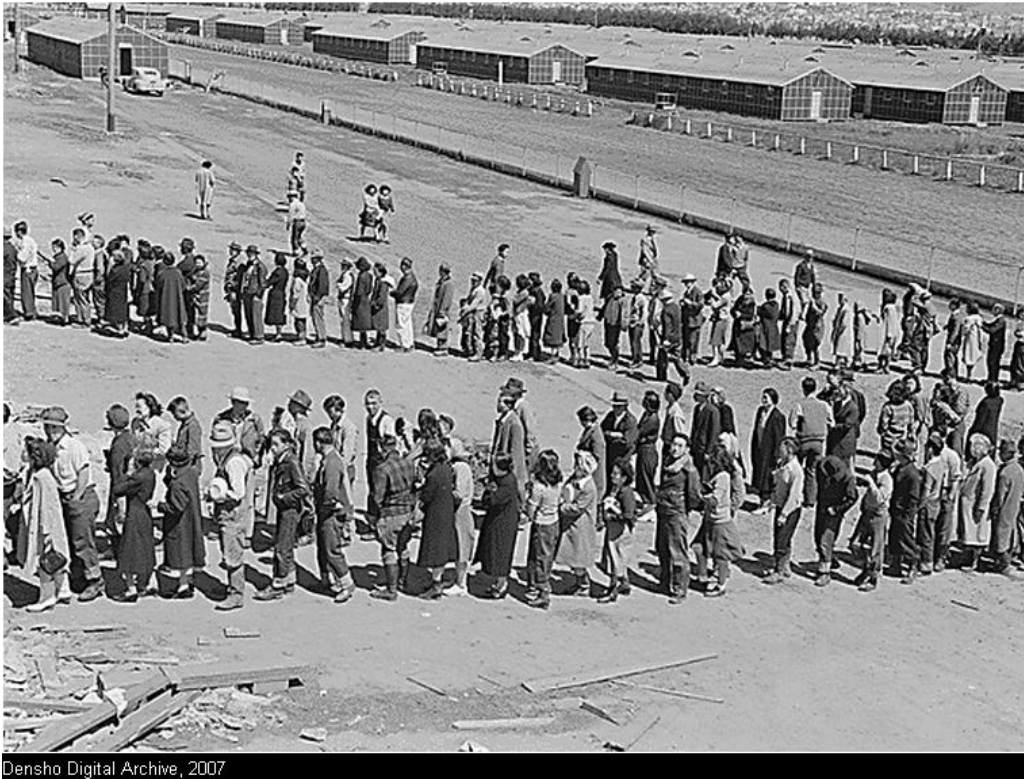
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Densho Digital Archive, 2007

Original Dorothea Lange caption: San Bruno, California. This assembly center has been open for two days. Bus-load after bus-load of evacuated persons of Japanese ancestry are arriving on this day after going through the necessary procedures, they are guided to the quarters assigned to them in the barracks. Only one mess hall was operating today. Photograph shows line-up of newly arrived evacuees outside this mess hall at noon. Note barracks in background, just built, for family units. There are three types of quarters in the center of post office. The wide road which runs diagonally across the photograph is the former racetrack.  
Courtesy of the National Archives and Records Administration, denshopd-i151-00060.

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Original Dorothea Lange caption: San Francisco, California. Flag of allegiance pledge at Raphael Weill Public School, Geary and Buchanan Streets. Children in families of Japanese ancestry were evacuated with their parents and will be housed for the duration in War Relocation Authority centers where facilities will be provided for them to continue their education. Courtesy of the National Archives and Records Administration, denshopd-i151-00053.

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## Handout #15 – Presentation Practice

Student presentations will be given during sessions 14 and 15, so this session is devoted to having you work in small groups to practice your presentations, to offer feedback to each other, and to work on completing your presentations.

Each student presents his or her research to other members of the group, who listen without comment while the presentation is going on. Then the other group members respond in a structured way to what they have heard, according to the following categories:

- What was the strongest part of the presentation?
- Why do you say this?
- What part of the presentation, if any, seemed unclear, or incomplete? What did you want clarified, or to know more about?
- What questions do you have about the topic at this point?
- Did you have confidence that the presenter knew his or her subject matter? Why or why not?
- Do you have suggestions for the presenter about how he or she can strengthen the presentation?

The focus of these sessions is to offer support. Since the presentations are to happen at the beginning of the next session, suggestions that the presenter should start over, or develop new, stunning technology for the presentation are not helpful because they are not realistic. Offering specific areas that might be made a bit more clear, or that might be filled in a bit is more helpful to the presenter (“I’d like to know more about a particular section of the report...”). This is an opportunity to practice positive communication skills; the more you help each other to prepare, the more the whole group learns, since the reports will be stronger due to the feedback.

Here are a few suggestions for presenters:

- Practice your presentation at home. Don’t assume you can just stand up and wing it. A few people can, but most of us can’t.
- Practice with a watch or timer; it won’t do you or your audience any good if you have an excellent presentation that takes thirty minutes if you are only allotted five or ten minutes. Make sure that what you have to say fits within the time allowed for reports, and make sure you say the most important things within that time.
- You have sat through presentations before. Think about what people have done that have bored you, and don’t do that in your presentation.
- If you have technology, make sure you know how to work it. Make sure your equipment is ready to go, and that it connects with equipment at school if you are hooking a computer up to a projector, for example. There is nothing worse for an audience than waiting around for a presenter to get the technology working. Telling your restless audience “it worked at home” doesn’t help.

- Remember that the focus of your presentation is to help your audience members engage with your topic. Don't assume they know what you know. You have to make sure that what you present will make sense to them. Finally, make sure you are communicating with your audience. Don't hold your paper in front of your face. Be sure to use a loud enough voice to reach the back of the room. Focus on helping your audience understand what is significant about the issue you've researched. You have chosen this issue because it is important, because it matters to you. Help them appreciate the issue, and understand why it is important. You've done good work; now's the time to share it.

### **Ground Rules for Audience Members:**

Your tasks as audience members are to learn as much as you can from each presentation and to support your classmates as they present. It can be nerve wracking to present in front of your friends and classmates, and there are things you can do as audience members that will help them to feel as relaxed as possible, which will help them to offer the strongest presentation they can. There are some obvious audience behaviors that lead to stronger presentations.

- Pay attention to the presenter: Look at them, listen to them.
- This is not a time for conversation, for reading magazines, for fiddling with papers, or for working on your own report, even if you present next.
- Write down your questions rather than interrupting in the middle of the presentation.
- If you are bored by a presentation, be kind and discreet. Notice what is boring about the presentation and think about how you can make sure you don't repeat such behaviors in your own work. Focus on the content (if the presenter is not yet skilled); what is the issue and what can you learn about it?
- Remember that you are learning to present, and learning takes time and practice. You want to help each other to learn, both content, and presentation skills. You learn best when you feel safe, so help the room to be a safe place to present.

# Handout #16 – Taking Action

You have carried out research on an issue of injustice for this unit. What would be your next steps should you wish to act based on what you have found? How might you strategize actions that could lead to the change you desire?

Below are some questions that might help you to think through your next steps. Write down the answers to the questions.

What is the issue of injustice you are concerned with? Who is suffering from the current situation? Who is benefiting from the current situation?

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Upon what are you basing your understanding? What evidence is there and what is the source for that evidence? What has convinced you that it is solid evidence?

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Is there any compelling evidence that offers another conclusion?

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What kind of change do you think would make the situation better?

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What resources and allies would help you to bring about change?

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To whom do you wish to communicate, and why? Who should know about this and how might they help to bring change?

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How might you make contact with your desired audience?

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What might you say to them to help them to understand why they should be concerned and why they should act?

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### Resources and Models

There are students around the world who are digging deeper, beneath the headlines to learn of instances of injustice, and are working to make change. Here are a few web sites with information on what is happening at some schools.

- [http://www.civilrights.org/campaigns/student\\_activist/learn\\_more.html](http://www.civilrights.org/campaigns/student_activist/learn_more.html)  
Student activist network on college campuses; work towards civil rights related issues and issues of injustice
- <http://www.studentpeaceaction.org/Organize/ally.html>  
Student organization geared towards taking action against military recruiting in schools, and towards peace
- <http://www.csun.edu/eop/htdocs/studentactivismbook.pdf>  
Student Activism Resource Handbook, including web resources
- [www.rethinkingschools.org](http://www.rethinkingschools.org)  
Rethinking schools is an organization that features articles about education with a focus on social justice. They frequently highlight student and community efforts at bringing change to their schools and communities.



## Handout #17 – Three-Week Reflection

Write a page on what you have learned in this unit. What was the most significant learning for you? Below are some questions to help you with some ideas.

Reflect on an issue discussed during the unit

- Why is increasing media conglomeration a threat to democracy?
- What is the relationship between advertising and decisions made about what is shown on TV?
- What are the two contradictory responsibilities placed on media, and how does this affect us as members of a democracy?
- How did media influence the decision to incarcerate Japanese Americans during World War II?

## Reflect on your efforts as a learner

- How did you serve yourself well as a learner these past three weeks?
- What would you do differently as a learner if you were to encounter this material again?
- In what ways did you help others in our class to learn?
- In what ways did others in the class help you to learn?

[illegible]