

Unit 3: Brown Amerika

Unit on World War II: Untold Stories

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Curriculum Areas: Social Studies: U.S. History, Language Arts

Purpose/Essential Question:

How did WW2 impact the status and lives of ethnic minorities in the United States?

Grade Level: 8th Grade

Resources:

1. "An Untold Triumph" Documentary Directed by Noel Izon and Written by Noel Izon & Stephanie Castillo (2002)
2. Pinoy Teach, Ch 6,7,&8
3. Filipino Americans: Forgotten Asian Americans
4. Takaki, R. (2001). Double Victory: A Multicultural History of WW2

Time: 3-4 weeks

General Learner Outcomes:

- The ability to be responsible for one's own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products

Content Standards and Benchmarks:

Social Studies:

History: Change, Continuity, Causality: Students employ chronology to understand change and/or continuity and cause and/or effect in history.

- Analyze cause-and-effect relationships and multiple causation of change.
- Explain how change occurs at varying rates during different time periods and in different regions of the world.

History: Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.

- Apply knowledge of historical periods to assess present-day issues and decision making.

History: Historical Inquiry: Students use tools and methods of historians to transform learning from memorizing historical data to "doing history."

- Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of the sources.
- Use appropriate evidence gathered from historical research in written, oral, visual, or dramatic presentations.

History: Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.

- Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.

Geography: Human Systems: Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.

- Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflict.

Language Arts:

Reading and Literature - Range: Read a range of literary and informative texts for a variety of purposes.

- Read to understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical).
- Read to research an issue, theme, or thesis using technological and traditional informational sources.

Writing - Range: Write using various forms to communicate for a variety of purposes and audiences.

- Write a variety of responses to reflect on learning.

Oral Communication - Range: Students will communicate orally using various forms – interpersonal, group, and public – for a variety of purposes and situations.

- Take and defend a position in a debate to consider an issue from differing perspectives.
- Participate in informal and formal groups (e.g., forum, symposium, parliamentary procedure) for a variety of purposes.

Technology:

Educational Technology: Students will use internet to research information.

Generalizations:

- Immigrants move to a new place for a better life.
- Immigrants face prejudice, discrimination.
- Ethnic minorities experienced unfair treatment.

Essential Questions:

- Why do people move to a new place?
- What was it like being an immigrant?
- Why does anyone want to be an American citizen?
- Why did the military segregate ethnic groups?
- What ethnic groups fought in segregated battalions during World War 2?
- What was the effect of ethnic groups fighting in WW2?

- How did WW2 change the relationships between countries and people around the world? In the United States? Hawaii?

Building the Background

Day 1

Starter Activity: Simulation of War

1. Begin by assessing and listing student interests and questions:
 - a. What do students know about WW2?
 - b. What do they want to know?
2. Show headline of newspaper of the bombing of Pearl Harbor.
3. Read a primary source document about the United State's call for joining the army.
4. Ask students how they would feel if they learned that their place was bombed. How many would want to join the war?
5. Tell them that they are not allowed to join the war because of the racist military policy. What do they do now?
6. Allow students to brainstorm ideas of what to do.
7. After brainstorming, share primary source documents that decree the creation of segregated battalions – Filipino, Japanese, African American, and Navajo.
8. Have students divide up into these different groups to research the separate but similar experiences of each group.

Day 2

Explanation of Culminating Activity: WW2 Multimedia Oral History Project

1. Tell the students that the men of WW2 are beginning to pass away without their stories being told and that the need to document their stories is pressing.
2. Ask:
 - a. Do you think it is important that their stories are told?

A Century of Challenge and Change: The Filipino American Story

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- b. What were some of the “untold triumphs” of the men of Regiments and other veterans who served in World War 2.

Day 3

Concept: Immigration

1. Ask:
 - a. What is immigration?
 - b. How many of you have moved to a new place?
 - c. Why did you move?
2. As a class, develop a list of interview questions to ask immigrants:
 - a. Where they are from and the context of their homeland
 - b. Why they moved to the United States
 - c. Why and how they became a U.S. citizen
 - d. Experiences in the U.S., issues:
 - discrimination
 - civil rights
 - memories
 - e. Have immigrants create a timeline of their life with key events.
3. Tell the students that this interview will prepare them to interview WW2 veterans.
4. Discuss the difference between voluntary/ involuntary immigrants (Involuntary immigrants are slaves).
5. Expose students to the notion of being indigenous compared to being immigrants.

Day 4

Concepts: Prejudice, Discrimination, Racism

1. Define terms.
2. Have students think of personal experiences with these concepts.
3. Have students complete their interview questions adding questions around prejudice, discrimination, and racism.

Day 5

Reporting of Immigration Results

1. Have the students document immigrants on a map.
2. Next, have the students develop a general profile of immigrants on butcher paper, followed by a class historical timeline of the lives of immigrants.
3. Ask the students: What are big categories that we need to know when looking at the experiences of immigrants?

Day 6

1. Have the students create a data retrieval chart for immigrant groups to the United States. Focus on African Americans, Japanese Americans, Filipino Americans, and Native Americans.

Day 7

Model the Filipino American immigrant experience

1. Have the students examine CSE Filipino American Chronology & Timeline.
2. Next, read Pinoy Teach, Ch. 6 & 7.
3. Complete the “Packing Suitcase Activity.”

Day 8

1. Allow the students to view the Filipinos: Forgotten Asian Americans photographs or watch 15 minutes of “Untold Triumph” (the section on historical context of Filipino American communities in Hawaii and California).
2. After, have the students simultaneously begin to conduct research to fill in the class data retrieval chart.

Day 9

Continue with researching data

Day 10

1. Have the students write a skit to present the life and experiences of their assigned immigrant group.

Day 11

Continue to prepare/practice skit

Day 12

Presentation of skit to class

Day 13

1. After the students present their skit, discuss the events leading up to U.S. involvement in WW 2.
2. Watch the "Bombing of Pearl Harbor" Video
3. Students create dialogues or scenes depicting the following incident within a family or group:
 - a. A teenage son asking permission to go to the service.
 - b. A family meeting to discuss that Father (a Japanese language teacher) will be sent to a location camp for the duration of the war because martial law is being declared.
 - c. A son asking his parent's permission to work on a defense project instead of remaining on the plantation workforce.
 - d. A group of women discussing ways to organize workforces to help prolong the strike against the "Bosses of the Plantation."
 - e. A group of multiracial students discussing "I Am American."
 - f. A teenaged veteran discussing with his family his plans to leave Hawaii.
 - g. A teenaged veteran introducing his war bride of a different racial background to his family.

Deepening the Experience

Day 14

Research living survivors of WW2

Prepare interview protocol

Day 15

Concept: Segregation

1. Simulate segregation in the classroom by having the students create historical signs such as:
 - a. "No Filipinos Allowed."
 - b. "Colored Drinking Fountains."
 - c. "No Japs served."

2. Define certain areas for certain groups.
3. As the students work in different groups, remind the students that they are not allowed to interact with other groups.
4. When done, ask the different groups how did that restriction make them feel?

Day 16

1. Discuss the Creation of Segregated Regiments.
2. Model Filipino American example then read the accompanying text.
3. Next, have the students watch the "Untold Triumph" video on the formation of the 1st & 2nd Filipino Infantry Regiments.
4. After the video, allow the students to fill out the worksheet that discusses why and how the regiments got started.

Day 17

Research the formation of other ethnic groups.

Contact survivors - perhaps organize a panel of speakers.

Day 18

Concept: Contributions

1. Have the students examine present day military:
 - a. Who makes up the military?
 - b. When were people of color allowed to join?
 - c. Women?
2. Discuss the Filipino American contributions to the U.S. in World War 2. - read the accompanying text.
3. Review the "Untold Triumph" video on the formation of the 1st & 2nd Filipino Infantry Regiments, then fill out the worksheet that discusses their contributions.

Day 19

Research contributions of other ethnic groups

Continue to fill out data retrieval chart

Examine Ronald Takaki's "Double Victory: A Multicultural History of America in WW2"

Day 20

Compare & Contrast Experiences

Formulate final interview questions and send questions to panelist to answer

Culminating Activity

Day 21

Panel of survivors share their experiences in WW2

Breakout and interview individual survivors

Take pictures of survivors

Day 22

Create multimedia project to represent the stories of WW2 veterans

Day 23

Begin WW2 Multimedia Oral History Project

Day 24

Continue WW2 Multimedia Oral History Project

Day 25

Continue WW2 Multimedia Oral History Project

Day 26

Continue WW2 Multimedia Oral History Project

Day 26

Present Multimedia Oral History Project to World War 2 veterans, families, and school audience

Online

An Untold Triumph Teaching Resources & Tools

*Timeline & Lesson Plans

<http://www.csus.edu/aas/filipinos/viewers%20guide/>