

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Can a major wrong ever be righted?		
Standards and Practices	<p>Grades 5-8: Create and use tools to analyze a chronological sequence of related events Analyze the causes and consequences of a specific problem in world history Explain connections among historical context and peoples' perspectives at the time</p> <p>Grades 9-12: Analyze major demographic patterns to determine their effect on the human and physical systems. Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.</p>		
Staging the Question	How would you feel if you were locked up based on your race due to other world leaders' activities?		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What prompted the creation of Japanese-American internment camps and why were they located along the west coast?	How did the American people and the Japanese-Americans view the internment camps?	What actions did President Truman take to right the wrongs that occurred because of the internment camps?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Write a paragraph describing why the internment camps were created. Be sure to include why the camps were located along the western coast.	Using Venn Diagram sort the sources into American opinion and Japanese-American opinion.	Create a timeline of the documents provided to show the actions taken after WWII.	

Featured Sources		Featured Sources	Featured Sources
<p>Source 1: Report, Japanese-Americans in Relocation Centers, March 1943. Papers of Philleo Nash, ca. March</p> <p>Source 2: Memorandum, Milton. S. Eisenhower to Members of Congress, April 20, 1942; forwarding Informal Report of the War Relocation Authority. Papers of Harry S. Truman: Papers as U.S. Senator and Vice President of the United States, April 20, 1942.</p> <p>Source 3: Newspaper article, December 8, 1945, <i>Chronicles of World War II</i>.</p> <p>Source 4: Report, Japanese-Americans in Relocation Centers, March 1943. Papers of Philleo Nash, ca. March 1943.</p>		<p>Source 5: Pictures and cartoons showing the public opinion.</p> <p>Source 6: Letter from Mrs. Shipman to President Harry S. Truman</p> <p>Source 7: Daniel Shelton’s response to Sept. 11, 2001 was creating this storyline featuring Nicholas’s paternal grandfather George Tokoname.</p> <p>Source 8: Japanese American Responses to Incarceration - Densho.org</p>	<p>Source 9: The first evacuation claims check. Photographer Jack Iwata. From Scene the Pictorial Magazine Vol. 1 No. 10, February 1950, p. 11.</p> <p>Source 10: Remarks Upon Presenting a Citation to a Nisei Regiment</p> <p>Source 11: Executive Order 9742.</p>
Summative Performance Task	Argument	<p>Grades 5-8: How does Harry S. Truman demonstrate one of the following character traits through his actions after 1945? Pick one character trait: compassion, integrity, self-control, respect.</p> <p>Grades 9-12: How did Harry S Truman attempt to right the wrongs of the Japanese Internment Camps? What would you have done to make things right for the Japanese-Americans?</p>	
	Extension	<p>Find evidence of lasting effects of the Japanese Internment camps and describe how this issues affects Japanese-Americans today.</p>	