

Using the lessons in this guide will help students of many levels meet many Social Studies Essential Academic Learning Requirements. By reading and discussing the “Omoide” stories and using the materials students also can complete OSPI’s Classroom Based Assessments. The lessons and stories can be used for a wide range of students. For your grade level, district or state requirements, it is suggested that you check your state and district public education website.

Following are some examples from the Washington State 2006 EALRs and CBA at 5th, 8th, 10th-11th that coincide with the “Omoide” Project.

Social Studies Elementary School-5th Grade

The Essential Academic Learning Requirements are measured by the 5th Grade CBA: Causes of Conflict

Essential Academic Learning Requirements: History

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.
- 1.2 Understands events, trends, individuals, and movements shaping United States, world, and Washington State history.

Essential Academic Learning Requirements: Civics

1. The student understands and can explain the core values and democratic principles of the U.S. as set forth in foundational documents, including the Declaration of Independence and the Constitution.
- 1.2 Examine the key ideas of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of the law.

Essential Academic Learning Requirements: Economics

1. Students understand the impact of scarcity on their personal lives and on the households, businesses, government, and societies in which they are participants.
- 1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.

Essential Academic Learning Requirements: Geography

1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, resources, and environment on Earth’s surface.
- 1.1.B Use basic mapping elements to construct a map that displays information about school grounds, a neighborhood, or a local community.

5th Grade CBA: Causes of Conflict - Graphic Organizer

<p align="center">History</p> <p>Japanese-American exclusion and detention experience during World War II and were subject to evacuation, relocation, internment, and resettlement.</p>		<p align="center">Geography</p> <p>West Coast citizens and permanent residents of Japanese ancestry were targeted and incarcerated in remote areas of the United States.</p>
	<p align="center">Conflict</p> <p>Violation of civil rights included in the Declaration of Independence and the Constitution, and exclusion and detention experience of Japanese Americans during World War II.</p>	
<p align="center">Civics</p> <p>The constitutional rights of citizens and permanent residents of Japanese Ancestry were denied by Executive Order 9066 during World War II and violated the Federal Civil Liberties Act of 1988.</p>		<p align="center">Economics</p> <p>Americans of Japanese ancestry who were incarcerated suffered incalculable personal economic damage and loss during their years of internment from 1942-45 and for years following the end of World War II.</p>

5th Grade CBA: Causes of Conflict

<p>A conflict can have many causes. To avoid or resolve conflicts, it helps to understand them.</p> <p>To assess student understanding do any of the lessons using the primary resource documents or the theme based story lessons.</p>	<p>Students may:</p> <ul style="list-style-type: none"> - Analyze the causes of one conflict through history, geography, civics, and economics. - Identify events that relate to a specific conflict. Label each event based on the type of cause. - Write an essay in which you clearly explain the historical, economic, political, and geographic causes of the conflict.
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The following charts show how one could organize the EALRs and CBAs in conjunction with Omoide lessons and stories.

EALRs - Grade 5	Students will be able to:	CBAs	Omoide lessons
<p>History 1.1 Understand and analyze historical time and chronology. 1.2 Understand events, trends, individuals, and movements shaping U.S. world & Wash. State history</p>	<p>Describe and analyze the causes of conflict through historical movements. Create a timeline plotting important historical causes of conflict.</p>	<p>Causes of Conflict</p>	<p>Historical Seattle Locations Interpreting a Timeline: Immigration to Redress</p>
<p>Geography 1.1.1a Examine a variety of maps to describe basic mapping <i>elements</i>. (Location) 1.1.b Use basic mapping elements to construct a map that displays information about school grounds, a neighbor, or a local community. (Location, Place)</p>	<p>Use simple maps to collect information. Use maps to located places. Compare and contrast different kinds of shelters prior and during WWII.</p>	<p>Causes of Conflict</p>	<p>Historical Seattle Locations Reading charts and maps – Camp Locations</p>
<p>Civics 1. The student understands and can explain Independence and the Constitution. 1.2 Examine key ideals of U.S. democracy such as individual human dignity, liberty, justice, equality, and the rule of law.</p>	<p>Summarize political causes of conflict Japanese Americans faced.</p>	<p>Causes of Conflict</p>	<p>Checks and Balances: Constitutional Issues Bill of Rights Executive Order 9066 Redress</p>
<p>Economics Students understand the impact of scarcity on their private lives and on households, businesses, government, and societies in which they are participants. 1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the <i>consequences</i> of that choice.</p>	<p>Identify whether needs and wants of Japanese American internees were met. Compare the condition and scarcity of household goods of incarcerated.</p>	<p>Causes of Conflict</p>	<p>Life in Camps Games Children Play Death in Camps</p>

<p>Geography 3. The student observes and analyzes the interaction between people, the environment, and culture. 3.1 Identify and examine people's interaction with and impact on the environment.</p>	<p>Find and collect information on the different ways the people groups use the environment. Explain how the actions and interactions of human societies are affected by the environment.</p>	<p>Humans and the Environment</p>
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Causes of Conflict- Elementary School CBA

EALRs	CBA
<p>History 1.1.1a Group personal, local, state, and national events in terms of past, present, and future, and place in proper sequence in a time line.</p>	<p>Identifies on the timeline events related to the causes of conflict for each of the three strands and accurately labels each strand.</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics

Humans and the Environment - Elementary School CBA

EALRs	CBA
<p>Geography 3.2.1b Describe how people adapt to their environment to meet basic needs and concerns (Human/Environment Interaction, Region)</p>	<p>Clearly identifies and accurately analyzes how the environment influences the development of a culture, with two examples of the following:</p> <ul style="list-style-type: none"> • Lifestyle-Desolate environment; faced harsh conditions • Traditions-New Year Celebration, a tradition in Japanese culture; incarceration brought changes to tradition. • Belief-Freedom in U.S.

<p>Civics 4. The students understand the rights and responsibilities of citizenship and the principles of democratic civic involvement. 4.2.3a Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions.</p>	<p>Identify and gather information on the different viewpoints on the issue of justice and equality of Japanese American incarcerated.</p>	<p>Constitutional Issues</p>
<p>History 1.2 Understands events, trends, individuals, and movements shaping U.S., world, and Wash. State history. 1.3 Examine the influence of culture on U.S., world, and Wash. State history</p>	<p>Compare and contrast two different cultures with similar events.</p>	<p>Enduring Cultures</p>

Enduring Cultures - Middle School CBA

EALRs	CBA
<p>History 1.3.2 Examine the development of different cultures in Washington State, U.S., and world history.</p>	<p>Accurately explains the challenges members of two cultural groups faced with at least two specific examples explicitly supported by accurate evidence (including at least one for each group)</p> <ul style="list-style-type: none"> • Executive Order 9066 American citizen violation. • Race discrimination • Freedom for citizens
	<p>Accurately explains how members of two cultural groups responded to challenges with at least two specific examples explicitly supported by accurate evidence (including at least one from each group)</p> <ul style="list-style-type: none"> • Executive Order 9066 American citizen violation • Race discrimination • Freedom for citizens

Constitutional Issues – Middle School CBA

EALRs	CBA
<p>Civic 1.1.2b Explain specific rights guaranteed by the Constitution and how these rights are related to</p>	<p>Accurately makes one reference to the Constitution and explains its relationship to the position of groups involved with this issue.</p>

responsibilities	
Civic 4.1.2a Explain how responsibility to the common good might conflict with the exercise of individual rights.	States a reasonable position on the issue and explains how the position addresses the interaction or conflict between the common good and individual rights.

EALRs- High School	Student will be able to:	CBAs
History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in U. S., work, and Washington State. 1.1 Understand and analyze historical time and chronology 1.2 Understand events, trends, individuals, and movements shaping U.S., world, and Washington State	Examine the economic, social and political factors that have influenced the status of Japanese Americans before and during their years of incarceration, and resettlement.	Cultural Interaction
Geography 3. The student observes and analyzes the interaction between people, the environment, and culture. 3.13a Analyze and evaluate the positive benefits and negative consequences of people's different uses of the environment.	Find and collect information on how Japanese Americans used the environment and how they responded to it.	Humans and the Environment
Civics 1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, and the Constitution. 1.2 Examine key ideals of U. S. democracy such as individual human dignity, liberty, justice, equality, and the rule of law.	Gather information that will help you understand the issue and your perspectives. Write a persuasive position paper on the issue with convincing reasons.	Constitutional Issues
Economics 1. Students understand the impact of scarcity on their personal lives and on their households, businesses, governments, and societies in which they are participants. 1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.	Identify the economic condition of the incarcerated during WWII. Compare and contrast their economic condition of internees both before and during the war.	You and the Economy

Cultural Interaction - High School CBA

EALRs	CBA
Economics 2.2.3c Evaluate how the characteristics of economic systems may advantage or disadvantage particular group of people.	Compare and contrasts the cultural group's economic success in each region with one similarity or difference explicitly supported by accurate evidence.

Human and the Environment - High School CBA

EALRs	CBA
Geography 3.1.3a Analyze and evaluate the positive benefits and negative consequences of people's different use of the environment. (Human/Environment Interaction, Region)	Provide reasonable analysis of explicitly-stated positive benefits and /or negative consequences of two stakeholders' uses of the environment.

Constitutional Issues - High School CBA

EALRs	CBA
Civics 1.2.3a Identifies how this issue reflects the continuing influence of democratic ideals	Clearly and accurately describes a democratic ideal or constitutional principle and the issue and explicitly explains the connection between them.