

Interpreting a Time Line: Immigration to Redress

Support Lesson 3

Title: When did it happen?

Summary: This lesson will show how a timeline provides a visual guide to identifying events that affected the Japanese American community before, during, and after World War II.

Age/grade level: 4th and up (adjust references and content as applicable for your group)

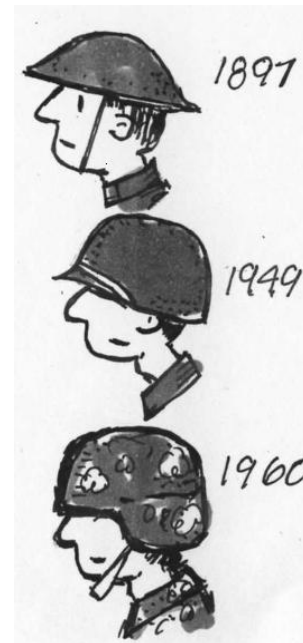
Related EALR: Check for your specific grade level for related history goals such as this 2008 - 5th grade Washington State CBA:

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 timeline

Suggested materials: Year cards, timeline, paper, pencils, Omoide section pages – Part 1, 2, and 3

Time needed: One or two class sessions

Lesson Objective: Students will interpret a historical time period using a graphic time line and participate in creating a representative time line.



2010?

Presenting the Lesson

Preparation:

1. Print out copies of the timeline provided. Or make an overhead to be displayed to group.
2. Mark the section pages in the Omoide book.
3. Write today's date, including the year on the board or on a piece of paper.
4. On cards or paper write the following years, 1790, 1834, 1870, 1882, 1890, 1907, 1913, 1924, 1941, 1942, 1945, 1946, 1952, 1965, 1970, 1980, 1988.

Set/Introduction:

Tell students that all events can be ordered on a time line. This helps people remember things and shows what happens before and after events considered unique and important. Point out today's date on the board. Put your birth year before the date. Ask one or two students to add their birth years to the board. Tell them you will now order some events important in America's history in a human timeline. Pass out the year cards.

Main activity:

Read the timeline events and have each student stand in front of the class with the year as the event was called. Make sure they know what event occurred in the year they are holding. Do this through to present day. Pass out copies of the

timeline to those who aren't standing or display the timeline. Once all of the dates are read, review the events as they occurred. If you are using *Omoide IV*, point out specifically the years 1941 and earlier as the time frame in which *Omoide Part 1* stories occurred. For 1942-1946, these are the years in which *Omoide Part 2* stories occurred. From 1947 and on are stories from *Part 3*. Share the dividing pages showing the sections (*Part 1, 2, 3*) in the book.

Secondary activity:

Post the timeline in your classroom. Add other events to the timeline that may or may not have related to World War II or internment. Continue the timeline both directions.

Guided questions/Potential answers:

- How are the events on the timeline related to the Japanese American internment? (*They show the order and speed that things happened to lead up and resolve the event.*)
- What year do you think is the most important? (*Answer will vary*) Why?
- Are there other events that you think should be included on this timeline? (*Answer will vary*)
- Which events are acts of government?
- Which events are specific to Japanese Americans? (*Internment*) Which events affect many immigrant or minority groups?

Summary:

When the timeline is complete, have students add pictures and comments from their understanding of what happened at each interval. Conclude by having students read selections from *Omoide* book and compare the events to those on the timeline.

Assessment options:

Have students use the timeline to describe what the *Omoide* writers may have been experiencing or feeling during each of the years that internment was occurring.

You can use the [empathy rubric](#) found in the assessment section of this guide to help evaluate students' responses.

Extensions/Follow up:

Compare other timelines from different ethnic groups or from students' own histories. Find other events that can be effectively depicted using a time line. These may include modern day wars or wars from the past.

Refer back to this timeline if you use the other supplementary documents and lessons in this guide.

Additional Bibliography:

Applicable titles may be found in the bibliography section of the guide.

Notes: