WebQuest Student Page

Civil Liberties vs. National Security:
WWII Japanese Internment as a Case Study using SCIM-C and LOC Primary Sources

A WebQuest for Grade 9-12 Social Studies/History

Created by Katalin Nyikos

December 2012

"'It can't happen here' is number one on the list of famous last words."
~ David Crosby

http://www.loc.gov/exhibits/civilrights/cr-exhibit.html

What is the reasonable balance between a country's need for security in times of political crisis/war and the civil liberties of its citizens?

Introduction

The specific case we will examine is the internment of Japanese-Americans during WWII. How and why were the fundamental rights of these Japanese-Americans violated? Could such a thing ever happen again? In order to answer this question, you will have to gather specific information and analyze it critically using your SCIM-C handout as a guide.

Your first challenge is to think of what it might have been like for the Japanese-Americans who were placed into internment camps throughout the war. What was it like to be forced by law to leave one's home, school and friends for many years, not because of a personal fault, but because of your national heritage? You will explore the historical events and perceptions of that time by studying primary sources from the Library of Congress. Throughout your quest, you should continually analyze the need to balance individual rights and freedoms with the need for national security.

Task

The class will be divided into groups of four each. The role of each group member is described below.

1) **American Radio Reporter**:
Your job is to produce a historically accurate security argument for internment. Report all factual information regarding American fears of espionage, sabotage, and subversion. Gather as much factual information as possible from an American point of view regarding the events, people, and opinions of the time which permitted the internment of Japanese-Americans throughout the war. You will identify at least 5 precise historical events, decrees, and laws which led to the internment of Japanese-Americans starting in 1942.   Pinpoint and analyze the reasoning behind the need for security as expressed in American decrees, laws and news stories as well as artwork (caricatures) and photos. Share this information with your teammates.

2) **Japanese-American Radio Reporter:**
Your job is to produce a historically accurate civil rights and national security argument against internment. Report why internment was unnecessary based on the facts of Japanese loyalty as well as how it violated the most basic civil rights. Explain why American fears of espionage, sabotage, and subversion were unfounded and support your argument with facts. Discuss the loyalty of Japanese Americans and their service during the First and Second World Wars. Find evidence of disagreement by some Americans regarding the internment/concentration camps, and what they had to say in opposition to the internment. Consider why East Coast Japanese Americans were not interned.

3) **Japanese-American Camp Radio Reporter:**
Your job is to produce a historically accurate report on the human impact of what life is like in the internment camps. What are the locations, perimeters, rules, accommodations, facilities, schools, resources, job opportunities and general atmosphere within the camps? Analyze the specific civil rights violations and the impact of substandard living conditions on morale.

By examining photographic and artistic evidence as well as letters and reports, describe what life was like. Specifically: what freedoms were violated and what was the impact on adults and children? Use primary sources to describe what people should expect in terms of what they may take with them, what will happen to their homes/ cars/ businesses/ possessions and what their physical surroundings will be once they get to the camp. What restrictions are placed on their freedoms as American citizens? Concentrate on what information would be of particular interest to Japanese-Americans. They will have received news of decrees and laws passed regarding them from the American newspapers. Your job is to give them a true picture of how their lives will change on a daily basis.

4) **Mediator and Timeline Creator:**
Your job is to create a summary timeline that will serve as an overview for the group discussion that you will mediate. Develop a descriptive timeline with people and events and a brief description of their historical impact. Above the timeline write the events that are important from a Japanese viewpoint and below the timeline write the events which are important from a US security viewpoint. Receive input from the three reporters in your group and include it with your timeline research. You will now moderate a discussion that seeks to find a reasonable compromise that respects security needs as well as civil rights.

What is the reasonable balance between a country's need for security in times of political crisis/war and the civil liberties of its citizens?

Process

1. You will work in groups of 4.
2. Your teacher will assign you to your roles and may accept people who volunteer for a role.
3. You will use the resources listed in this WebQuest to access the Library of Congress's resources and other historical websites.
4. You will each research your individual assignment and evaluate the information you find using your SCIM-C handout.
5. It is your goal to synthesize the most important information into a clear, coherent and concise report of 5 minutes.
6. Focus on your individual assignment and check in with your teammates so you do not duplicate one another's work.
7. You will each contribute at least 3 key facts to your group mediator's historical timeline which will serve as a basis of your group discussion. Prepare to justify your choice of these 3 or more facts.
8. You will seek to arrive at a consensus regarding a realistic security and civil rights compromise that would have been historically possible given the political and emotional climate of the time.

Throughout your work, focus on your understanding of what happened and why it happened using the SCIM-C method. Think of what you found useful and compelling and put that content into your radio broadcast. Focus on convincing your classmates through powerful evidence of your viewpoint. Do not try to cram in the maximum number of facts but rather select those facts which enlightened your grasp of what happened and support your viewpoint. For each viewpoint or conclusion you reach, list what facts support that viewpoint and consider what counterarguments could be made against your viewpoint. Always return to the guiding question and connect the specific case study with the timeless question of security versus rights.

Please use the resources listed below. Start with the resources suggested specifically for your position and then read the others since each contains useful information for each assignment. This is especially true for the American and Japanese radio reporters since the two are covering opposite perspectives of the same issue. You are encouraged to branch out from these sources to incorporate other sources as well.

RESOURCES:

American Radio Reporter:
http://www.archives.gov/education/lessons/japanese-relocation/
http://www.calisphere.universityofcalifornia.edu/jarda/historical-context.html
http://caamedia.org/jainternment//ww2/fbi.html

Japanese-American Radio Reporter:
http://www.umbc.edu/che/tahlessons/pdf/Japanese_American_Internment_During_World_War_II(PrinterFriendly).pdf
http://library.thinkquest.org/trio/TTQ04160/Complete%20Site/loyalty/nonoboy.htm
http://caamedia.org/jainternment//ww2/pearl.html

Japanese-American Camp Radio Reporter:
History of internment and life in the camps:
http://www.sandiegohistory.org/journal/96summer/nikkei.htm
http://www.calisphere.universityofcalifornia.edu/jarda/browse/daily-life.html
Table of what facilities each internment camp had:
http://www.bookmice.net/darkchilde/japan/japan/table3.jpg
Letters written from camps about the daily life of internees:
http://www.janm.org/exhibits/breed/1_6_42_t.htm
Japanese American National Museum (includes 250 letters from an internment camp):

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Evaluation

You will be graded individually, so you will not be penalized if teammates have not been "team players" and have not done their fair share of the work. In other words, don't worry about your grade but instead help the "weakest link" in your group. Your individual contribution to both the preparation and presentation will be assessed in detail (please see the evaluation rubric). By being a good and helpful team player, your group contribution grade will also be enhanced.

Throughout your work you will be helping each other and providing important facts to create the timeline. You should discuss the issues amongst yourselves. Your teacher may ask you to provide outlines or rough drafts as you progress and may also give you feedback on these brief synopses or simply ask for brief verbal summaries from individual group members or from the group as a whole as they collect data/findings.

Assessment Rubric

	Poor 0-2 pts	**Fair** 3 pts	**Good** 4 pts	**Excellent** 5-6 pts
Quality of Project Was the project organized, interesting, and easy to follow? How well did the project inform the audience about the topic?	Poor Project was hardly organized. Information presented was often not clear. Presentation sometimes became a compilation of facts lacking flow and cohesion.	Fair Project was fairly well organized. Information presented was not always clear and connections between points were vague. Project informed audience but caused some confusion.	Good Project was well organized. Information presented was clear and interesting. Project informed audience in detail about the topic.	Excellent Project was extremely organized, interesting, and easy to follow. Project fully informed audience about the topic.
Presentation Was the presentation easy to hear? Was a good tone of voice and clear enunciation used when speaking?	Poor Presentation was sometimes hard to hear. Inadequate care was given to volume, tone, pacing and enunciation.	Fair Presentation was easy to hear, but needs improvement on tone of voice and enunciation.	Good Presentation was easy to hear. Good tone of voice when speaking. Student attempted to enunciate words.	Excellent Presentation was a pleasure to listen to. Every sentence was easy to understand. Good tone and clear enunciation was used throughout.

	Poor	Fair	Good	Excellent
Time Management Did the student stay on task the entire class time allotted for the project? Was the student organized and able to complete project with no admonishments from classmates or the teacher?	Student didn't use time well when working together in the group. Student didn't stay on task and didn't work on project without constant prompting from teammates and/or the teacher.	Student needs improvement on how to use time more efficiently when working together in a group. Student basically stayed on task, but was not fully focused on project. Teacher/group members had to speak to student several times re: role as team player or to focus on task.	Student used time wisely when working together in group. Student was focused on the task. Student asked questions of other group members and the teacher when needed.	Student stayed on task the entire class time allotted for the project. Student was organized and focused clearly on the core questions. Student cooperated with other group members and continuously contributed to the final project.
Preparedness Was the student able to talk smoothly to the class instead of reading from a paper while showing great knowledge of the subject area?	Student didn't seem prepared to present. Student's presentation was halting and unpracticed. Student completely relied on notes which were largely read. There was little eye contact with the audience.	Student was inadequately prepared, relying heavily on notes and showing only fair knowledge of the subject matter. Presentation lacked poise and focus. There was inadequate eye contact with the audience.	Student seemed prepared, had good knowledge of the subject and seemed to have rehearsed before the presentation. However, pauses in the presentation, some awkward sections or reading of notes detracted from the presentation. Eye contact was lacking during some segments.	Student's presentation evidenced thorough preparation and rehearsal. Student showed excellent mastery of the subject. The presentation was not read. It was delivered from notes smoothly, naturally, and clearly. Excellent eye contact throughout.
Student's Contribution to Group Effort How great was the student's contribution to the group effort? Did the student contribute a fair share to the project both in preparation and presentation? Did the student help other group members with alacrity? Is this a student that other team members would like to work with again? Did the student contribute appropriately to the group timeline?	Student did not contribute a fair share to the project. In neither the preparation nor the presentation did the student contribute adequately. The student didn't help other group members significantly. Student didn't attempt to collaborate meaningfully in a friendly manner with other students. The overall effectiveness of the presentation suffered due to this group member not doing a fair share of the assignment.	Student contributed a fair share to the project both in preparation and presentation. However, student only helped other group members after his/her own work was done. Student's contribution to the workload and presentation did not complement other members since there was little collaboration. Student did not attempt to help and work with other members in a consistently friendly manner.	Student contributed a fair share to the project both in preparation and presentation. Student consistently helped other group members. Student's contribution to the workload and presentation complemented work of other members so that each student could present equally. Student consistently helped other students in a friendly manner and worked collaboratively throughout the project.	Student contributed more than their fair share to the project both in preparation and presentation. Student helped other less advanced group members with alacrity. Student's contribution to the workload and presentation compensated for inadequacies of other members and assisted them to present equally. Student played a key role of collaborating and organizing other students in a harmonious and friendly manner.
Outline Evaluation How clear, focused, organized and logical is the outline? Does it have a good compilation of key facts? Is it visually neat and clear and does it focus attention on key information?	Student completed an outline that shows little clarity, focus, organization logic, or compilation of key facts. Outline is not neat and clear and contains irrelevant or trivial information.	Student completed an outline that needs more attention to achieving clarity, focus, organization, logic, and a compilation of key facts. The outline should be neater and clearer and should focus more attention on key information.	Student completed an outline that shows some attention to clarity, focus, organization, logic, and a compilation of key facts. For the most part, the outline is neat and clear and focuses attention on key information.	Student completed an outline that shows clarity, focus, organization, logic, and a through compilation of key facts. Outline is neat and clear and focuses attention on key information.

Understanding of enduring questions How great is the student's demonstrated grasp of the enduring questions and his/her ability to connect it to contemporary issues?	Poor Student shows limited understanding of the enduring and underlying questions/ issues of the test case and has difficulty in logically connecting a contemporary issue to the issue.	Fair Student shows some limited understanding of the enduring and underlying questions/ issues of the test case but has difficulty connecting it to contemporary issues in a clear and cohesive manner.	Good Student shows an understanding of the enduring and underlying questions/issues of the test case and has applied them to at least one contemporary issue. The student is able to explain connections between the test case and at least one contemporary issue.	Excellent Student shows a thorough understanding of the enduring and underlying questions/issues of the test case and is able to apply them to several contemporary issues with ease. The student is able to clearly explain connections between the the historical test case and the present.
Ability to Answer Relevant Questions How well was the student able to answer relevant core questions, helping the audience to better understand the events and core issues involved?	Poor Student was unable to adequately answer several basic questions asked by the teacher or classmates.	Fair Student was able to answer some core questions, but could not adequately answer some relevant basic questions asked.	Good Student was able to adequately answer most questions posed by teacher and classmates, although organization could have been improved.	Excellent Student was able to answer all germane/core questions posed by other students and the teacher in a clear and organized manner.

Assessment rubric developed by: Katalin Nyikos

What is the reasonable balance between a country's need for security in times of political crisis/war and the civil liberties of its citizens?

Conclusion

Ask students to return to the essential question and to reflect on their learning through this WebQuest. Offer questions to connect this experience to learning throughout the year, add extension questions/challenges. It is important to have students make connections between what they have learned and their own lives.

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|**Link to Teacher Page** |

Credits and References

Designed by Katalin Nyikos, 2012, Knyikos@yahoo.com as part of the *WebQuesting at the Library of Congress* professional development course offered through Teaching with Primary Sources at Waynesburg University.

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Introduction for Teachers

Designed by: Katalin Nyikos, Knyikos@yahoo.com

This WebQuest teaches about individual rights and justice through the case study of what is considered to be the most severe curtailment of civil rights by the federal government in the 20th century. This WebQuest of the Japanese internment of WWII would ideally be done as a major project at the end of a semester but it can be taught as a single lesson during which students would practice gleaning critical information and constructing a timeline. Highly motivated, gifted students could practice gleaning critical information, assessing it and presenting it under extreme time constraints in the same way breaking-news reporters work. However, to enable students to gain an in-depth understanding of the issues, a minimum of three hours of class time and three hours of homework should be expected. (See process section below for more detail and specific steps.)

About the Learners

This WebQuest is designed for high school students, although gifted and talented middle school students could successfully cover this material. It is designed to cover many key technology, research, organization, presentation, social, cooperation and language arts skills and core standards.

Prior to beginning this lesson:
- **Knowledge needed:** Basic understanding of the major events of WWII and especially Japan's surprise attack on Pearl Harbor
- **Skills needed:** familiarity with web searches and navigation

Special needs students should be assisted by the teacher with appropriate partners. Advanced or gifted students should be encouraged to go into greater knowledge depth, higher levels of analysis and rewarded with extra credit for doing so.

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PA Common Core Standards, Grade 9

PA.CC.RH.9-10.	STRAND
	Reading Standards for Literacy in History/Social Studies

CATEGORY
Key Ideas and Details

RH.9-10.1. STANDARD

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. STANDARD

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3. STANDARD

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CATEGORY
Craft and Structure

RH.9-10.5. STANDARD

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

Integration of Knowledge and Ideas

RH.9-10.7. STANDARD

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.9. STANDARD

Compare and contrast treatments of the same topic in several primary and secondary sources.

CATEGORY

Range of Reading and Level of Text Complexity

RH.9-10.10. STANDARD

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

PA.CC.WHST.9-10.	STRAND
	Writing Standards for Literacy in History/Social Studies

CATEGORY

Research to Build and Present Knowledge

WHST.9-10.7. STANDARD

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. STANDARD

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. STANDARD

Draw evidence from informational texts to support analysis, reflection, and research.

PA Common Core Standards, Grade 9

PA.CC.RI.9-10.   STRAND
                                      Reading Standards for Informational Text

CATEGORY
Key Ideas and Details

RI.9-10.1.   STANDARD

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2.   STANDARD

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CATEGORY
Craft and Structure

RI.9-10.5.   STANDARD

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CATEGORY
Integration of Knowledge and Ideas

RI.9-10.8.   STANDARD

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

PA.CC.W.9-10.   STRAND
                                     Writing Standards

CATEGORY
Text Types and Purposes

W.9-10.2.   STANDARD

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2(a)   EXPECTATION

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2(b)   EXPECTATION

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2(c)   EXPECTATION

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2(e)   EXPECTATION

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2(f)   EXPECTATION

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CATEGORY

Production and Distribution of Writing

W.9-10.4.   STANDARD

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CATEGORY

Research to Build and Present Knowledge

W.9-10.7.   STANDARD

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8.   STANDARD

Gather relevant information from multiple authoritative print and digital sources, using advanced

searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9. STANDARD

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9(b) EXPECTATION

Apply grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

CATEGORY

Range of Writing

W.9-10.10. STANDARD

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

PA.CC.SL.9-10. STRAND

Speaking and Listening Standards

CATEGORY

Comprehension and Collaboration

SL.9-10.1. STANDARD

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1(a) EXPECTATION

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1(b) EXPECTATION

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1(c) EXPECTATION

Propel conversations by posing and responding to questions that relate the current discussion to

broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1(d)

EXPECTATION

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Pennsylvania State Academic Standards, Grade 9	Social Studies

PA.8. SUBJECT / STANDARD AREA
History

8.1. STANDARD AREA / STATEMENT
Historical Analysis and Skills Development

8.1.9.A. STANDARD
Compare patterns of continuity and change over time, applying context of events.

8.1.9.B. STANDARD
Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.1.9.C. STANDARD
Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.

8.3. STANDARD AREA / STATEMENT
United States History

8.3.9.A. STANDARD
Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

Pennsylvania State Academic Standards, Grade 9	Language Arts

PA.EI.1. SUBJECT / STANDARD AREA
English I

EI.1.1. STANDARD AREA / STATEMENT
Reading Independently: Students apply a wide range of strategies.

EI.1.1.9.D.   STANDARD

Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author's purpose and position.

EI.1.2.   STANDARD AREA / STATEMENT

Reading, Analyzing and Interpreting Text: Students read, understand, and respond to informational text.

EI.1.2.9.D.   STANDARD

Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.

EI.1.2.9.E.   STANDARD

Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.

EI.1.4.   STANDARD AREA / STATEMENT

Types of Writing: Students write for different purposes and audiences.

EI.1.4.9.B.   STANDARD

Write complex informational pieces (e.g. reviews, research papers, instructions, essays, articles)

EI.1.4.9.B.4.   DESCRIPTOR / STANDARD

Evaluate the validity and significance of primary and secondary sources as related to the thesis.

EI.1.5.   STANDARD AREA / STATEMENT

Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.

EI.1.5.9.B.   STANDARD

Develop content appropriate for the topic.

EI.1.5.9.B.1.   DESCRIPTOR / STANDARD

Gather, organize, and determine validity and reliability of information.

EI.1.8.   STANDARD AREA / STATEMENT

Research: Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

EI.1.8.9.B.   STANDARD

Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources and document sources by using a consistent format for citations.

EI.1.8.9.B.1.   DESCRIPTOR / STANDARD

        Organize information logically as it relates to research topic.

EI.1.8.9.C.   STANDARD

        Create an organized and reasoned product that supports inferences and conclusions drawn from research.

EI.1.9.   STANDARD AREA / STATEMENT

        Information, Communication, and Technology Literacy: Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

EI.1.9.9.A.   STANDARD

        Use media and technology resources for research and problem solving in content learning.

Key Vocabulary words:

internment	statutes
civil liberties	laws
habeas corpus	curfew
inalienable rights	compensation
regulations	requisition
dislocation	concentration camps
relocation	appeal
logistics	imperial

What is the reasonable balance between a country's need for security in times of political crisis/war and the civil liberties of its citizens?

Process for Teachers

The following steps are suggested for helping students progress using the scim-C method. Summarizing, Contextualizing, Inferring, Monitoring. Collaborating see:
http://www.youtube.com/watch?v=gNDHjBFmRKY&list=PL328719BE4AF920A5&index=3

For a series of 5 very short presentations on using this wonderful means of approaching and analyzing history which has been used with great success by courses provided by the Library of Congress in its efforts to increase the use of Primary Sources in teaching high school students. Further teacher resources include:
http://www.historicalinquiry.com/publications/scimStrategy.pdf
http://teachinghistory.org/teaching-materials/teaching-guides/25028

During their **First Class:**
- The SCIM-C method is taught using the handout http://www.soe.vt.edu/teachingamericanhistory/pdf/The%20five%20phases%20and%20analyzing%20questions%20of%20the%20SCIM.pdf
- Students form or are assigned to groups of 4.

- Students volunteer or are assigned to roles within the groups.

Homework: Students begin the WebQuest, each using the suggested sites for their role.

During their **Second Class:**
- Students consult with one another and brainstorm concerning questions and issues.
- Students each provide the timeline leader with at least 3 facts and justifications for their importance to add to the facts the timeline leader has already placed into the master timeline.

Homework: Each student is to continue researching their issues and write an outline for their report and practice a 5 minute report that they will give their teammates.

During their **Third Class:**
- Throughout the class the group timeline leader is to refine the timeline, moderate the discussion, and keep actual time and the group on task and on schedule. Each student is to take 5 minutes to report to his/her group what he/she has found and add it to the central narrative of the timeline. (Total time 20 minutes.) As they give their presentations, each student in the group is to write down at least 3 questions and/or areas about which they would like to have more information. Students should be continually reminded to be as specific as possible.
- At the end of each presentation, the group should take 3 minutes to ask the presenter questions and receive answers. (Total time 12 minutes). Students are also to critique each other's presentations concerning content, organization and delivery using the evaluation rubric. All these constructive comments on how the presentation could be improved should have the name of the student who wrote them at the top and should be handed to the presenter only after all the students are done with their reports.
- At the end of the presentations, the group is to exchange written comments and take 10 minutes to discuss what the reports are lacking and especially important issues that no one has covered and who will cover them. Conversely, the group should also discuss how duplication can be eliminated by each member, focusing more tightly on their assigned viewpoint.

Third Class Homework:
Each student is to continue researching and refining his/her individual presentation and write a polished radio report and rehearse presenting it.

Fourth Class:
Several different assessment methods are possible for the assignment and are listed below from those requiring the least class time to those which provide each child with oral report experience.
1) Students hand in their reports and the suggestions for improvement that their team members made for them. The papers are corrected and returned.
2) The best presentations for each role are chosen by the teacher and those students present (20 minutes). The class debates the issues involved and searches for a historically possible compromise which would have alleviated both security concerns and diminution of individual rights. The teacher asks students who did not present or participate in the discussion a question/(s) based on their reports and they have a chance to improve their grade based on the answers. (This procedure of asking questions of non-participators tends to increase participation rates when consistently and openly applied.)
3) One member is chosen at random from each group to give the class their presentation. If there are 8 groups (32 student classroom) this would take 40 minutes. This procedure has the advantage of giving an incentive to all the students to prepare for presenting although there is only time for a few to present. The remainder of the class is used to ask non-presenting students to answer questions that the presenters did

not answer adequately.

4) All students practice presenting. If there are 32 students in a class then (32 times 5 minutes = 160 minutes divided by 45 minute periods = 4 periods of presentations). The written presentations would need to be all handed in before the beginning of the class to assure that later students don't have the benefit of earlier classmates. In a highly academically heterogeneous classroom, student attention can be improved by having the presentations given in reverse order of their grade and allow students with worse grades to revise their work with the benefit of having heard the better reports.

5) The project can be lengthened or provided as a possible independent study project with the following assignments being handed in to monitor progress:
   o Individual Timelines
   o Draft Individual presentation outlines
   o Draft Individual presentations
   o Final individual reports
   o Final individual presentations
   o Group Timeline
   o Group presentation
   o Possible Compromise debate/class discussion
   o Modern incarnation of the enduring issues debate/class discussion

What is the reasonable balance between a country's need for security in times of political crisis/war and the civil liberties of its citizens?

Resources for Teachers

Necessary for implementation of this lesson:
- At least one computer per group with internet access, preferably one computer per student.
- Preferably headsets for the students to be able to listen to recorded material without disturbing others.

The lesson should revolve around learning that comes from the analysis of LOC primary resources.
Excellent LOC Teacher Guide on Japanese internment:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/

LOC exhibits:
- http://search.loc.gov:8765/query.html?col=loc&qt=Japanese+internment+ WWII&qp=url%3A%2Frr%2Fprint%2F&submit.x=0&submit.y=0
- http://www.loc.gov/exhibits/civilrights/cr-exhibit.html
- http://www.loc.gov/rr/print/swann/szyk/szyk-ex.html

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Evaluation for Teachers

A note from the author: The primary assessment rubric is the one in the student section of this WebQuest. I put a great deal of time and thought into its development because so many excellent students have indicated the injustice they experienced in the assessment of group work in which a few students often ended up doing the lion's share, or at least more work than others. I developed this rubric specifically for any group WebQuest project such as this one. I reasoned that the true irony would be the ostensible searching for justice in our WebQuest while student participants' feelings of fairness are being ignored. I felt it was vital to provide grades for individual contribution to the group effort instead of simply a group grade. It does require a great deal more observation, discernment and time on the part of the teacher, but it serves individual and group development most fairly and draws out the optimum performance from each individual student. Without essential cooperation and sharing of resources, no group member can receive a good grade; such cooperation and cohesion is integral to success in the project. But if the entire point of this WebQuest is that individuals should not be judged as a group and especially should not be punished as a group for the possible shortcomings of some individual members, as educators we have to ask what life lesson we are teaching when the realities in our classrooms do not reflect our belief in justice.

Timeline assessment rubric useful for pointers on what makes a good timeline – may be used by your teacher for grading:
http://www.sites4teachers.com/links/redirect.php?url=http://www.readwritethink.org/lesson_images/lesson398/rubric-timeline2.pdf

Conclusion for Teachers

Draw the WebQuest to a close by returning to the essential question and reflecting on this learning process. Focus your students' attention on the inherent tension between security and civil liberties. Every society has a need for security and our society has as one of its fundamental goals the maximization and protection of civil liberties. Paradoxically, civil liberties are not possible without protecting the security of its members and yet the quest for security perhaps inherently decreases civil liberties. It is often argued that we give up part of our civil liberties in the quest for security. The question this WebQuest addresses regards the proper ethical and practical balance between liberties and security in times of crisis and war. The discussion can be broadened to include our present need for security against would-be terrorists and the civil liberties which may be infringed upon through police searches, airline security measures, and omnipresent cameras. The same dilemmas are present in the war against drugs, wherein school systems must respect students' privacy rights while guarding against the dangers of narcotics. A crucial follow-up question is what actions increase security without infringing upon civil liberties?

What is the reasonable balance between a country's need for security in times of political crisis/war and the civil liberties of its citizens?

|**Link to Student Page**|

Credits and References

Designed by Katalin Nyikos, Dec. 10, 2012, (Knyikos@yahoo.com) as part of the *WebQuesting at the Library of Congress* professional development course offered through Teaching with Primary Sources at Waynesburg University.