



Heroism in Internment Camps

Students will learn about internment camps during World War II. Students will respond and reflect on heroic characteristics by participating in a meaningful conversation.

Grades: 6
Disciplines: Social Studies

Lesson Objectives

- Students will learn about internment camps during World War II.
- Students will respond and reflect on heroic characteristics.
- Students will participate in meaningful discussion.

Materials

- Journal
- Chart paper
- Article *Daily Life in the Internment Camps*.
- *Baseball Saved Us* by Ken Mochizuki (extra copies if available)
- *Think, Pair, Share* response sheet
- Rubric

Setting Purpose

Post standards on board and have students record in their journals. At the end of the lesson have students revisit the standards. Have students give themselves a rating of 1-5 on how well they understand each statement.

Before Reading

- Tell students they are going to hear a story that took place during World War II. The characters in *Baseball Saved Us* were taken from their homes and sent to live in an internment camp. They were Japanese Americans who lived on the West Coast at a time when the United States was fighting with Japan.
- Pass out the article *Daily Life in the Internment Camps*. Read the first quote to the students. Have students turn and talk about the quote. Share out thoughts.
- Students finish reading informational article. Have students share out information learned about life in the camp. Create a chart of the information for students to refer to.
- Have students watch [Japanese Internment Camps during World War II](#) on YouTube (5.33 minutes long). Add new information to the chart.

- Next, have students look at the chart of heroic characteristics created in earlier lessons. Have students think about a characteristic that a Japanese American would need to have in order to survive in such an environment. Then have the student pair up with a partner and share thoughts. Have volunteers share answers with class.

During Reading

- Show the cover of *Baseball Saved Us*. Have students make predictions about the title based on what they have discovered about internment camps.
- Read the story to the students. Show students the illustrations that accompany each page. After reading, discuss what new details were learned about life in the camp. Add to the class chart.
- Have students complete a *Think, Pair, Share* answering the following prompt: *What heroic characteristic would describe Shorty? Use evidence from the text and the information introduced at the beginning of the class to support your answer.*
- While students are working on the “Think” part, read the story to the students again.
- Allow students to pair up with a partner and share their responses.
- Have students listen to the book a third time and complete the guided questions(see handout) with a partner. If possible, provide each pair a copy of the book to read together.

After Reading

- Question for reflection. Have students respond to the following prompt in their journal: *How is Shorty similar to other “heroes” we have discussed in this unit? How is he different?* (This will be shared at the beginning of Lesson 7)
- Revisit the standards the standards by rating 1-5 next to each one that was written in the journal.

Technology Integration

- Use of YouTube

Adapted from “Building Better Classrooms: Cleveland Teachers Union”

