



# LESSON 3: WAR

How Does My Identity Shape My Experience in America?

## Activity 3: Introducing War Hysteria

How does war affect our lives?

### Objective:

Students learn about the events that led to internment.

### Procedure:

- ✓ Distribute President Franklin Roosevelt’s speech, “A Date Which Will Live in Infamy”, and/or play a recording of the speech for the entire class. Available on the internet including on the National Archives website: <http://www.archives.gov/education/lessons/day-of-infamy/>
- ✓ Ask students to reflect on FDR’s speech. What did the speech mean?
- ✓ Discuss the following questions with your class:
  - How is war part of America’s identity?*
  - How does war affect people’s lives?*
- ✓ Discuss fear and address your students’ fears.
- ✓ Discuss the effects that Pearl Harbor had on Japanese Americans by exploring the Densho website ([www.densho.org](http://www.densho.org)). Project this website for the class to listen to and see the interviews. The interviews can be found under the Archive section, Topics, Pearl Harbor and Aftermath, Personal Recollections. Select any Pearl Harbor recollection to hear personal perspectives describing Japanese Americans’ feelings when they heard of the attack.
- ✓ Post the evacuation poster for the classroom to see how World War II affected Japanese Americans living on the West Coast in 1942. Discuss the words used on the poster such as:
  - Alien and non-alien*
  - Evacuated*
- ✓ Share Hikoji Takeuchi’s ID tag with your students. Distribute blank ID tags (located in the Lesson 3 Activity 3 Resources) for your students to create their own ID tags with a short description of themselves on the back.

**Grade Level:** 4th

**Time:** 45 minutes

**Materials:**

Evacuation Poster

FDR’s speech, “A Date Which Will Live in Infamy”

Student Journals

ID Tags

Densho member login

Internet access

### Concepts Covered:

**Relate** primary source material from a historical period to present day.

**Compare & contrast** information from primary sources.

### CDE Standards:

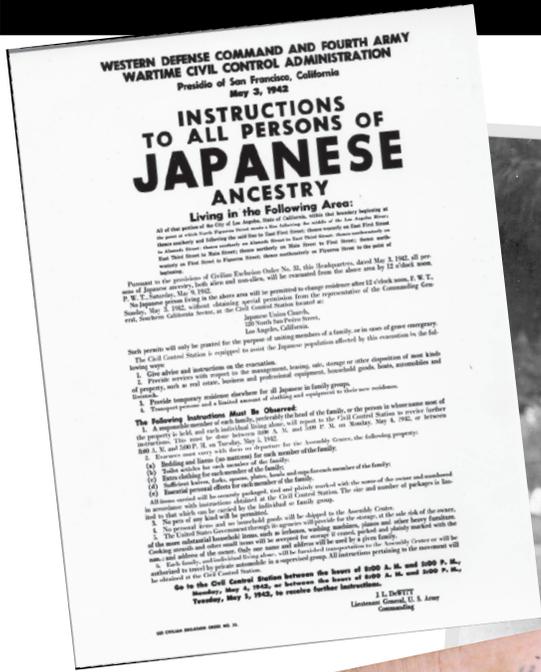
#### 4th Grade

#### History/Social Science

4.4.5



Activity 3: **Introducing War Hysteria**  
How does war affect our lives?



Mochida Family Awaiting Evacuation, Dorothea Lange 1942



**Procedure (continued):**

- ✓ Ask your students to imagine what “evacuation” would be like. Use the statement below to help your students imagine the situation:

*Japanese Americans who were interned at Manzanar brought only what they could carry. They weren’t allowed to bring their pets. Imagine you are given 7 days to move from your home. What items would you need for an unknown place? Please choose 10 items that you would take with you. Remember you only have 2 suitcases for everything, so choose what you feel would be the most important. Make sure you can carry them!*

- ✓ Have your students close their eyes to visualize their bedroom and all the items in it. Ask them to choose the ten items that they would pack and have them write their answers in their journal. Point out the section on the evacuation poster which suggests the property to be packed. Ask your students if their list would change based on what the poster suggests.

**Assessment:**

- Participation in classroom discussion.
- Completed journal assignment.

**Extension:**

- Have your students create a collage for one of two subjects:  
 What does war and peace mean to you?  
 What 10 items would you pack if you were forced to leave your home?
- Listen to other presidential war speeches like President George W. Bush’s speech after September 11, 2001.



Activity 3: Introducing War Hysteria

ID Tags

Cut and distribute one tag to each student. Have the students write a brief description of themselves on the back of their tags. *Option: Attach strings to the tags so students may tie the tags to their clothing.*

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**Family No.**

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TO BE RETAINED BY PERSON  
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