



STANDING UP FOR OTHERS

LESSON PLAN



TABLE OF CONTENTS

LESSON DESCRIPTION.....	3
OBJECTIVES	3
ESSENTIAL QUESTIONS	3
STANDARDS	3
HOW TO	3
PRE-SHORT FILM ACTIVITIES	4
COMPREHENSION WORKSHEET.....	5
SHORT FILM VIEWING.....	6
POST-SHORT FILM ACTIVITIES	8
ASSESSMENTS	11
MATERIALS	13

LESSON DESCRIPTION

LESSON DESCRIPTION Students will examine the responsibility of citizens through an analysis of the short film “Standing Up for Others.” In the film, Japanese Americans draw parallels between their experience during WWII and the experiences of Muslim Americans and asylum-seeking migrant children.

OBJECTIVES

1. Students will be able to analyze the motivation behind 21st century activism by the Japanese American community.
2. Students will be able to connect civil liberties violations of the past to those of the present.

ESSENTIAL QUESTIONS

1. What are the responsibilities of the survivors of a traumatic event?
2. How do the actions of the past inspire actions of the present?
3. When is it okay to question authority?

STANDARDS Suggested for 6th to 12th grade students. For the standards breakdown, please refer to the National and State Standards Alignment Document. Common Core State Standards for English Language Arts and History/Social Studies as well as the state History/Social Studies standards for Oregon, Washington, and Idaho are included.

HOW TO In this lesson educators will find (2) pre-short film activities, (1) short film comprehension worksheet and general discussion questions, (3) post-short film activities, and (2) assessment activities. Feel free to use all these activities or mix-and-match. A 60-minute lesson plan will typically have (1) of each activity type.

Key Terms and Minidoka Timeline documents, for educators and students, are available on the website. Use these documents to provide background knowledge to supplement each lesson.

PRE-SHORT FILM ACTIVITIES

ACTIVITY # 1

PRE-SHORT FILM ANTICIPATION GUIDE (10 MINUTES)

DESCRIPTION: Students will be able to express their opinions about ideas before they encounter them in a text or unit of study. Completing anticipation guides helps students recognize and connect to themes that surface in their learning.

MATERIALS: “Standing Up for Others” Anticipation Guide Worksheet

ANTICIPATION GUIDE STATEMENTS:

1. It is acceptable to limit the rights of some people in the name of national security for all people.
2. Protests and civil disobedience are the most effective methods to make real change in the United States.
3. If you know something is wrong and do not speak out, then you are part of the problem.

PROCEDURES:

1. Pass out the “Standing Up for Others” Anticipation Guide Worksheet.
2. As a class read/review the anticipation guide statements.
3. Have the students individually answer their responses on the worksheet.
4. Have the students pair/share or whole class share their responses.

PRE-SHORT FILM ACTIVITIES

ACTIVITY #2

CROP-IT PHOTO ANALYSIS: FORT SILL (15 MINUTES)

DESCRIPTION: In a Crop-It activity, students spotlight a portion of an image and then discuss their choice with classmates. This strategy requires students to notice, identify, and respond to specific portions of an image before interpreting the image's overall meaning and impact.

MATERIALS: Crop-It Photo Analysis Worksheet, Image #1 Fort Sill

CROP-IT STATEMENTS:

1. Identify a part of the image that stood out to you first.
2. Identify the different groups of people in the image.
3. Identify a part of the image that shows a tension, problem, or dilemma.

PROCEDURES:

1. Pass out the Crop-It Photo Analysis Worksheet and display the Image #1 Fort Sill at the front of the class.
2. Read the background section as a class.
3. Instruct students to look at the image closely. Read each Crop-It statement out loud and give students time to identify the part of the image that relates to the statement.
4. Have the students discuss their choice with a classmate or small group.

SHORT FILM VIEWING

“STANDING UP FOR OTHERS” VIEWING (15 MINUTES)

MATERIALS: “Standing Up for Others” Comprehension Worksheet

PROCEDURES:

- 1.** Pass out the “Standing Up for Others” Comprehension Worksheet.
- 2.** Instruct students to answer the comprehension questions as they watch the film.
- 3.** Watch the short film “Standing Up for Others” as a class.
- 4.** Use the Teacher Copy Comprehensive Worksheet Answers on the next page to review the correct answers with the class.
- 5.** Use the discussion questions to guide a conversation about the film with your students.

TEACHER COPY

COMPREHENSION WORKSHEET ANSWERS

1. What event does Mike Ishii reference as “(shifting) a consciousness in the Japanese American community” to start speaking up for people? *The 9/11 attacks*
2. What year were Japanese Americans forcibly removed from the West Coast? *1942*
3. The Seattle Day of Remembrance of 1978 was the first time the community had gotten together to remember the camps and to *honor* the first generation.
4. Frank Abe claims that the experiences of Japanese Americans grant them a moral authority to talk about the ***incarceration** and they have a moral *responsibility* to stand up for others.
5. The Japanese American community was protesting the ***incarceration** of *migrant children and separation of families* at Fort Sill.

***Incarceration:** Imprisonment, confinement

DISCUSSION QUESTIONS

1. What other groups have been ***marginalized** in US history?
How did that community go about addressing the past?
2. What other methods are there to bring about social change?
3. When is it okay to question authority?
4. What are the responsibilities of the survivors of a tragic event?

***Marginalized:** Overlooked, oppressed.

POST-SHORT FILM ACTIVITIES

ACTIVITY #3

CLOSE READING: ORAL HISTORY (20 MINUTES)

DESCRIPTION: Oral histories are primary source testimonies of an event. Students will be able to read and analyze oral history excerpts from Minidoka survivor and author Larry Matsuda. In his account, Matsuda describes the different views that each generation has on activism. Students will analyze the oral history through a close reading.

MATERIALS: Close Reading Worksheet: Oral History

PROCEDURES:

1. Pass out the Close Reading Worksheet: Oral History
2. Front load the guiding questions for the close reading: What values are important to Larry Matsuda? What values are important to the grandmother?
3. Instruct students to follow the close reading protocol as they read.
 - A. Circle the words that shows what values are important to Larry Matsuda.
 - B. Draw a square around the words that shows what values are important to the grandmother.
 - C. Examine paragraph 3 and 4. Underline Larry Matsuda's words that the grandmother may not agree with.
4. Discussion questions:
 - A. Both Larry and Roger's grandmothers are Minidoka survivors. If they saw the news of the Fort Sill protests today, how do you think the grandmothers would react? Why would they react this way?
 - B. How do you think Larry and Roger would react to the Fort Sill protests? Why might they react this way?

POST-SHORT FILM ACTIVITIES

ACTIVITY #4

CLOSE VIEWING FROM MULTIPLE LENS (20 MINUTES)

DESCRIPTION: Students will be able to work in groups or individually to take notes based on one of three close viewing lenses to focus on during their second watching of the short film. Students will be able to analyze the filmmaker's intent and goals.

MATERIALS: Close Viewing Worksheet

PROCEDURES:

1. Assign one-third of the class to the editing lens, another third to the human behavior lens, and the final third to the artist lens.
2. Pass out the Close Viewing Worksheet and instruct students that they will be watching the short film one more time, this time with a specific focus. Instruct students to fill out their worksheet for their assigned lens while watching the film.
3. Watch the short film “Standing Up for Others” as a class.
4. Each group discusses their viewing lens questions and presents their responses.
5. Lead the class through the discussion questions.
 - A. What is Frank Abe's call to action in this short film?
 - B. Do you agree that the Japanese American community has a moral responsibility to stand up for other groups who are being targeted?
 - C. What other groups have the moral responsibility to stand up for others who are being targeted?

CLOSE VIEWING LENS:

1. **Editing Lens:** Focus on the way that the interviews, photos, and video are edited together.
 - A. How did the filmmakers unfold the story?
 - B. Which shots are next to each other?
 - C. Why did the filmmaker make these choices?
2. **Human Behavior Lens:** Focus on the people in the film.
 - A. What emotions are being highlighted in this film?
 - B. Are there differing opinions represented in this film?
 - C. Why did the filmmaker make these choices?
3. **Artists Lens:** Focus on the artistic experience of the film.
 - A. Describe the use of music in the film.
 - B. What objects/people can serve as symbols in the film?
 - C. Why did the filmmaker make these choices?

POST-SHORT FILM ACTIVITIES

ACTIVITY #5

POST-SHORT FILM ANTICIPATION GUIDE (10 MINUTES)

DESCRIPTION: Students will be able to reflect on their opinions about ideas after they encounter them in a text or unit of study.

MATERIALS: “Standing Up for Others” Anticipation Guide Worksheet

ANTICIPATION GUIDE STATEMENTS:

1. It is acceptable to limit the rights of some people in the name of national security for all people.
2. Protests and civil disobedience are the most effective method to make actual change in the United States.
3. If you know something is wrong and do not speak out, then you are part of the problem.

PROCEDURES:

1. Have the students review their “Standing Up for Others” Anticipation Guide Worksheet.
2. Instruct the students to fill out the second column to see if their anticipation guide responses have changed after watching the short film.
3. Have the students pair/share or whole class share their responses.

ASSESSMENTS

WRITTEN ASSESSMENT

(30 MINUTES)

DESCRIPTION: Students will be able to write a short argumentative essay relating to the themes in “Standing Up for Others.”

MATERIALS: Written Assessment Worksheet

ESSAY PROMPT: Considering the evidence and voices presented in the short film and the oral history excerpt, respond to this quote from Minidoka Survivor Larry Matsuda, “If you do not stand [up for others] then you’re contributing to the problem and the injustice.”

Describe why you do or do not agree with Larry Matsuda’s quote about standing up for others. Use at least two examples of evidence from the short film or oral history to support your stance.

ASSESSMENTS

DISCUSSION ASSESSMENT

(40 MINUTES)

DESCRIPTION: Students will be able to closely read a news article on the Fort Sill protests and discuss how protests bring about change.

MATERIALS: Discussion Assessment Worksheet

PROCEDURES:

1. Pass out the Discussion Assessment Worksheet, excerpt from *Army Times* article
2. Read the background on the June 22, 2019 Protest at Fort Sill, Oklahoma as a class.
3. Have the students do a close read of the excerpt from the *Army Times* article titled “Army officer suspended for confronting Japanese-Americans protesting Fort Sill’s role in migrant detention.”
4. Lead the class through the discussion questions.

CLOSE READING INSTRUCTIONS:

1. Circle the results of the Fort Sill protest.
2. Underline the words or phrases that stand out to you.
3. Put a question mark next to phrases you have questions about.

DISCUSSION QUESTIONS:

1. Was the Fort Sill protest successful? Why or why not?
2. Do you feel like the punishment against the military policeman was appropriate for his actions? Why or why not?
3. How do you feel about Dr. Satsuki Ina’s comment regarding the military policeman?
4. How does the actions of the past inspire actions of the present?

MATERIALS

IMAGE 1: ANTICIPATION GUIDE

A demonstration in Oklahoma against the detention of asylum seeking migrant children (2019).



IMAGE 2: FORT SILL, ACTIVITY: CROP-IT

Fort Sill, Oklahoma Protest – Dr. Satsuki Ina and Military Police (June 22, 2019).



MATERIALS



IMAGE 3:
COMPREHENSION WORKSHEET

Japanese American children looking through slats of military truck during WWII.



IMAGE 4:
CLOSE READING

Minidoka Survivor, Larry Matsuda with his family (1946).

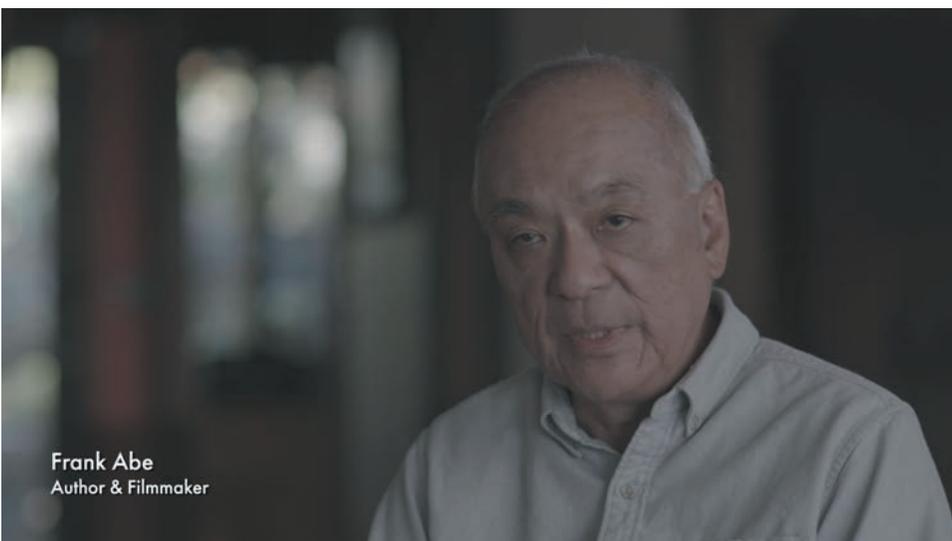


IMAGE 5:
CLOSE VIEWING

An interview with Japanese American filmmaker and author Frank Abe.

IMAGE 6: FORT SILL, ASSESSMENT

An interview with Minidoka survivor and author Larry Matsuda.



IMAGE 7: DISCUSSION ASSESSMENT

Fort Sill, Oklahoma Protest, Military Police and protestors (June 22, 2019).

