There is a beauty that lies amid the sounds and syllables of language. It is a glorious subterranean sound that weaves its way throughout, yet our ears often fall deaf to its voice. As we declare and discuss throughout our daily travels we fail to listen to the rhythm and the artistry that we vocalize. As we read and write we do not take the time to see the dance that is taking place upon the pages below our eyes.

It is my desire to amplify the volume of this concealed cadence. I aim to create language artists within my classroom. I will teach them how to begin to construct and compose grand symphonies of language. Like a drum... they will speak the language of rhythm.
Taking Root, Scraping Sky

“A flower is an educated weed” Luther Burbank

I envision my classroom as a garden of education — standing before them as they encircle me — seeds on the floor of education. The ground has been sowed and they have been seeded within and watered lightly so that they can begin to grow. It is important not to flood the seed or it will not survive, yet instead shower it lightly until it takes root. It will be my task to ensure that they are nurtured and grow healthy. I am the constant gardener.

They will have progressed through the developmental stages by the time I lay impression upon their soil. Upon my arrival we shall enter into a new season of growth. Here they will begin to strengthen their roots below. They will begin to investigate and understand their part in the world. They will not only learn of their garden, but the connectivity of other root structures. They will gain knowledge of the vast gardens that have been planted around them, and how they grew from seedlings into society.

They will learn of the struggles that were met along the way— both as individuals and as a whole— they will chronicle their growth. They will hear of their struggles and the ways in which they triumphed...or suffered defeat. These stories will be applied to their own growth so that they might benefit from these tried and tested experiences. The account will assist in teaching them of the dangers that may plague them someday, the diseases, the fungus, the drought that can take a toll on their existence. I will provide them with the nutrients so that they shall find a resistance to these debilitating conditions and continue to thrive despite the attempts to conquer them. I will teach them of my own gardening techniques that I acquired to help me throughout my difficult stages of growth.
I am a writer whose words are born out of torment and brutality. I grew in the soil of a lower class suburban existence. I found sanctuary from my horror in a pair of artistic expressions; the pulse of music and my words scribed into mountains of notebooks would help me survive my adolescence of fear. They would be the saviors and psychologists that would help me to examine my thoughts and emotions. They would be the seeds that would take root and rise against the afflictions that I had known for so long.

My father was an abusive drunk who tortured and beat me for failure to subscribe to his beliefs about what my life and my interests should be. I did not live up to his athletic expectations and my choice of sounds and words were unpopular alternatives. I was not the only one who was changed; my siblings and my mother saw similar pain throughout their lives; however, the greater part of it came my way. I witnessed acts of violence that no child should ever have to see.

I was also well known within the school for my father and his actions. He had caused us great embarrassment many times before. He was notorious for his drunken and disorderly ways and they reflected upon me greatly. I was tormented and ridiculed by my classmates because of these anecdotes of drunkenness. It was a second strike of cruelty and my esteem rapidly descended into the abyss. This left me alone for most of my adolescence, my only friends were the sounds that were emitted from my speakers and the words that slashed from my pen.

This pain was where I was born as an individual. This is the foundation of my writing...the roots. This is my athleticism. I cannot look at my past without seeing sorrow and misery, yet I know that they are essential to who I have become today. They are crucial to who I will be tomorrow. I wrote to escape and had no idea that I would be a refugee upon this educational path. I struggled throughout my life trying to determine my life's adventure and how this skill could stand at the forefront. I knew my words were meant to do something in this world, yet I never knew until recently what their purpose was.
It will be my task to feed them with knowledge and wisdom so that they might one day grow strong and powerful and scrape the sky above them. But as a constant gardener I wholly believe in the idea of organic solidarity. I will want them to understand that there was a time before I tended to the garden. There was a time when I stood as a young sapling. And there is still a time where I stand above, yet with them, because they can nourish me the same. I want them to know that they are the future and they will produce the oxygen needed for our world to breathe. I am part of the world before them, even as I help to ensure photosynthesis takes place. They will create new breath within me. They will help me grow. They will help me learn. I am a constant seed.
Curriculum Overview

World War 2/ Inequality: At Home and Abroad/ Language Arts 8th grade

Rationale: An understanding of the events and situations that occurred during the World War 2 period allows individuals to look into the past and to be able to look through the perspective of many others throughout the world. A general knowledge of the types of inequalities committed within both our country and by those on the war front allows individuals to form reasoned judgments, make accurate comparisons and contrasts, and assist them as adults to learn to relate to others around them and eliminate discrimination within their mind.

Summary: The student will gain knowledge of the inequality that existed during World War 2 on all fronts of the battle. They will learn through the reading of novels and articles and discover the identities of these different victims of discrimination as they write from their perspective.

Essential Question(s): What does the Holocaust reveal about the human condition?

How can we prevent suffering in the world?

Is it our responsibility to fight persecution?

Objectives:

1. Student will read articles and historical writings that capture the essence of inequality that existed in the Japanese Internment camps.

2. Following the reading of the Diary of Anne Frank, students will gain an understanding of a young Jewish girl in the midst of the Nazi occupation.

3. Students will learn about the varying roles of women living in the United States during the war.

4. Students will read the YA novel Flygirl in order to gain perspective and understanding of an African American woman during the war.

Literacy Strategies: Raft Writing, Anticipation Guides, Concept Maps

Length of Unit: 10 days

Materials and Resources: Board, chalk, PowerPoint, handouts, rubric, colored construction paper, wipe-off markers, Transparency, dry erase markers, worksheets, cut outs of 20 roles of women (10 new and 10 traditional), and display the Rosie/ Betty Chart (Attachment 1), YA novel Flygirl by Sherri L. Smith, Diary of Anne Frank, Eight index cards: 4 sentence types, 4 characters, Internet access, Multimedia Software, iPhoto and or Project Poster Software
Assessment:

- **Pre:** The teacher will establish prior knowledge of World War 2 through an anticipation guide and by relating to a social studies class where students will be learning about the topic simultaneously.

- **Formative:** participation points, oral feedback, written comment

- **Summative:** Students will create a multi-media presentation that analyzes the essential questions: What does the Holocaust reveal about the human condition? How can we prevent suffering in the world? Is it our responsibility to fight persecution?

Lesson Plan: The Role of Women

Concept Teaching Model Lesson Plan

Teacher: Jason Beckring   Subject: Language Arts   Level: 8

Topic: Identifying the Roles of women during WW2

Objective(s):

1. After being presented with examples and non-examples of women during WW2, students will be able to define and identify roles with 85% accuracy.

Materials needed:

- Transparency, dry erase markers, worksheets, cut outs of 20 roles of women (10 new and 10 traditional), and display the *Rosie/ Betty Chart* (Attachment 1)

Phase 1: Introduction: Clarify goals and establish set.

- Have students brainstorm on the different types of roles of women that they are familiar with.
- List as many as you can on the board.
- Begin a dialogue about the similarities and differences between the role of women and men in the era.
- The big Idea – We have previously discussed different roles in our Raft writing, now we will be discussing the specific roles of women in World War 2. After the lesson, you will be able to recognize the roles that women took on as well as what they did for the future of women in the workforce in the United States.

Phase 2: Provide examples and non-example pairs:
The concept is the role of women in World War 2

- You are already familiar with different roles throughout the war as we discussed in our RAFT writing assignment. The role of women took on a new look in the WW2 era. They began to take over the jobs of the men who were overseas to fight the war. The traditional woman was a housewife.

  1. The new woman was illustrated by Rosie the Riveter. She worked in the factories and built planes and assembled munitions.
  2. She also worked in other labor intensive areas not solely dedicated to the war effort. Janitors, welders, mechanics.
  3. She still tended to her role as a homemaker

Examples and Non-Examples are on (Attachment 2)

- Have students describe things that are common among the pictures
- Have students describe things that are uncommon about the pictures

Critical Attributes

- Rosie the Riveter worked in the factories while the men were at war
- Although the image of "Rosie the Riveter" reflected the industrial work of welders and riveters during World War II, the majority of working women filled non-factory positions in every sector of the economy.
- After the war women were expected to return to their regular roles

- Review the concept map for further emphasis on the material (Attachment 3)

Phase 3: Check student attainment of concept:

Show Me

- Divide the board in half. Write New Roles of Women on one side and Traditional Roles of Women on the other side.
- Pass out the pictures you have printed out.
- Have students tape their picture on the appropriate side and tell why it is or is not a role of new role of women in WW2 (using the critical attributes).
Exit Slip

- Have students take out a sheet of paper and list the three critical attributes of Rosie the Riveter (in their own words) and give one example of her and one non-example.

Phase 4: Analyze student thinking processes:

- Open the floor for a class discussion on what helped the students understand the concept.
- Put the transparency of the set of examples/non-example back up.
- Have students tell what helped them to understand the different roles of women and why it helped.

Transition into the next lesson on the YA Novel Flygirl (about a young light skinned black woman trying to disguise herself as a white woman in a women's pilot program during the war)

- Deliver assigned problems for homework

LESSON PLAN - FLYGIRL

Discussion Model Lesson Plan

Teacher Jason Beckring Subject Language Arts Level 8

Topic- Discuss the YA novel Flygirl, specifically the topics of discrimination against women and African Americans and relate it to the Nazi’s discrimination against the Jews.

Objective(s): Following a discussion on discrimination during World War 2, the student will write a letter about race and discrimination from the perspective of a character within the novel and include discussed thoughts from 5 of the 7 questions posed.

Materials needed: YA novel Flygirl by Sherri L. Smith

Phase 1: Clarify aims and establish set: Teacher will inform the students that they will be continuing with their World War 2 Unit and they will discuss the YA novel Flygirl specifically the discrimination that exists in the book and how it applies to modern life.

Phase 2: Focus the discussion:
1. The teacher will inform the students of participation expectations and remind the class that this is a delicate topic and that we want to respect classmate’s opinions and we are to remain civil.

2. The teacher will pose the initial question

- How does the discrimination within *Flygirl* differ from the Nazi’s actions towards the Jews? How is it the same?

**Phase 3: Hold the discussion:**

1. The teacher will ask related questions to the students

- Ida Mae and other characters frequently discuss different skin shades of brown and white. Why are these different skin shades important to them? How does their skin shade affect them and their interactions with others?
  - Do you think pretending to be something you’re not would be easy or difficult? What parts of passing as white give Ida Mae the most trouble?

- Do you think she would react differently if she were able to be honest about her racial identity?
  - After returning home, Thomas uses a derogatory term for the Japanese, “Nips” (pg 196). Why isn’t Ida Mae or anyone else offended? Are there any circumstances in which derogatory terms like this one are acceptable? Explain your answer.

- The teacher will ask the students what types of discrimination are still present today.
- The teacher will ask the students to relate their own experiences of discrimination or how they would react in the character’s situations

2. The teacher will listen to responses and provide feedback to students concerning each question

3. The teacher will use questioning techniques (redirect, clarify, hint, paraphrase, etc) to move the students to use critical thinking skills

4. The teacher will remind the students to be respectful of others opinions and remain civil and appropriate.

5. The teacher will keep records of the discussion for evaluation purposes

6. The teacher will express own ideas where appropriate and when needed to lead students into certain directions within the discussion.

**Phase 4: End the discussion:**
1. The teacher will close the discussion by summarizing what points had been made by students to the questions that were posed.

2. The teacher will inform the students to recall this information when they write a letter in the eyes of Ida Mae as she tells Walt Jenkins about her race and heritage.

**Phase 5: Debrief the discussion:**

1. The teacher will ask the students if they are unclear about anything during the discussion and that they have a good understanding of the varying forms of discrimination.

The teacher will ask the students what they have learned from this discussion on discrimination

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**LESSON PLAN: Rounding-up of “The Enemy”: Civil Liberties and National Security**

**Grades:** 8-12

**Subject:** U.S. History, Civics, Historical Understanding, Language Arts, Thinking and Reasoning

**Estimated Time of Completion:** One week of class periods.

**I. Summary**

During World War II, 120,000 Japanese Americans living on the West Coast were removed to concentration camps in the inland states. Two-thirds of the people were U.S. citizens with the mean age of 17 years who were classified as “nonaliens.” This immigrant generation was not allowed to become citizens due to racist laws, and were immediately classified as “enemy aliens” upon the declaration of war. The Japanese Americans were removed by the military under the charge of “military necessity,” despite the fact that there was no record of sabotage or spying, and their loyalty had been attested to by the FBI and Naval Intelligence. In 1988, Congress passed redress legislation which issued an apology to Japanese Americans, symbolic monetary compensation and the public funding for research and educational programming relating to the Japanese American internment experience. This tragic episode is regarded as one of worst violations of the Constitution in U.S. history.

After the attacks of September 11, the enemy is “terrorism”. Many persons of Arab/Muslim/South Asian descent were — and continue to be — rounded up. The Department of Justice refuses to release information about the exact number, their names, nationality and location. Ten months after the terrorist attacks, the Justice Department claims that most of the 1200 people detained in the September 11 dragnet have been deported and only 73 people remain in custody, none on the charges related to terrorism. These claims have not been verified.
How do we handle this “terrorist” threat, aware of the need not to repeat the problems of the past while maintaining national security and preserving civil liberties?

II. Objectives

- Experience profiling first-hand through creation of a Class ID, and daily “persecution” of a selected group of students.
- Learn about the tension between the concern for national security and for the preservation of civil liberties during times of crisis, including the issue of racial/ethnic profiling.
- Learn about the wartime experiences of Japanese Americans following the bombing of Pearl Harbor in 1941.
- Learn about the experiences of Arab/Muslim/South Asian Americans after the attacks of September 11.

III. Materials Needed

- Polaroid Camera
- Ink Pad for Fingerprinting
- Permanent Marker
- Class Treats (cookies, candy, etc.)
- Fact Sheet #1 - “Quotations From Media And Politicians After Pearl Harbor”
- Fact Sheet #2 - “Quotations From Media And Politicians After September 11”
- Fact Sheet #3 - “Chronology of Domestic Hate Crimes and Responses”
- Internet Resources
- Polaroid Camera
- Ink Pad for Fingerprinting
- Permanent Marker
- Internet Resources

IV. Procedure

A. Lead a class discussion, introducing the following questions:

- What is “racial profiling” and what purpose does it serve? [The American Civil Liberties Union describes: “racial profiling” occurs when the police target someone for investigation on the basis of that person’s race, national origin, or ethnicity. Examples of profiling are the use of race to determine which drivers to stop for minor traffic violations (“driving while black”) and the use of race to determine which motorists or pedestrians to search for contraband.]
- What are some examples of “racial profiling”? Other types of profiling? [eg., profiling of teenagers, the use of profiles to catch serial killers, etc.]
- Have you or any one you know been subjected to “profiling” by the police or government? What were the circumstances and how did you respond and what did you feel about the experience?
B. At the beginning of a school week, create a Class ID for each student, using a Polaroid Camera.

Have them write their name, and add a fingerprint to their ID card. They must bring it to class everyday for the week. Each day, decide who is to be the “enemy,” based on criteria such as who has spiral fingerprints? Who is wearing non-laced shoes? Who has on a black shirt? Who was born east of the Mississippi? Whose first name begins with a vowel? Be creative, but impersonal, in deciding who is the enemy.

At the beginning of each class, check everyone’s ID card. Anyone who has forgotten their ID is automatically assumed to be the enemy. The “enemy” must sit in a designated area of the classroom, or must stand during class. They should be treated differently: i.e. made to wear their ID cards, called on more or not called on at all, not receive handouts, made to remove their shoes, given more homework, not given treats (such as cookies or candy) which the teacher has brought for the class, etc. Non-enemy students should ignore the enemy students as much as possible, and should not share their paper, books, or pencils with them.

Each day the enemy will change, so all students will hopefully have an opportunity to experience a day as the enemy.

C. During the week, have students read some of the first-hand accounts in this site's Stories section of Japanese Americans after Pearl Harbor and Arab Americans after September 11 on the FACE TO FACE site.

Distribute and have students read:

- Fact Sheet #1 - “Quotations From Media And Politicians After Pearl Harbor”
- Fact Sheet #2 - “Quotations From Media And Politicians After September 11,” and
- Fact Sheet #3 - “Chronology of Domestic Hate Crimes and Responses.”

D. At the end of the week, lead a class discussion with the following questions:

- Do you think “racial profiling” had anything to do with the internment of Japanese Americans during WWII? Why or why not? If so, did this “racial profiling” strengthen our national security?
- Does “racial profiling” of Arab/Muslim/South Asian Americans strengthen our national security today? What effect does this type of “racial profiling” have on the rest of the public?
- Have you engaged in similar “racial profiling” yourself?
- How did it feel to be profiled as the “enemy” in class, and to be treated differently? If you were really part of an enemy group, would you feel your treatment had been fair, or would you feel your civil rights had been violated? Would your classmates have been “safer” because of the treatment you received?
Is it possible to balance the concerns for national security and for the preservation of civil liberties? Does curtailing of civil liberties improve our national security? Once civil liberties have been curtailed, can they be restored?

E. Have students write an opinion paper on the following topic:

As Prof. Jerry Kang has observed: “Wartime creates mistakes. An important lesson from the Japanese American internment experience is that wartime coupled with racism and intolerance creates particular types of mistakes. During WWII, there was an overestimation of the threat posed by the racial “other” — the Japanese Americans. Simultaneously there was an underestimation of how government policies and society’s responses to that threat shattered the lives of those “others” through internment, loss of their civil liberties, intimidation and violence. Is that mistake being repeated today against Arab/Muslim/South Asian Americans, immigrants, and anyone who looks like “them”?”

Respond to this question drawing upon your understanding of the tension between the concern for national security and for the preservation of civil liberties during times of crisis, including the issue of racial/ethnic profiling, and your understanding of the human impact of governmental policies and actions during WWII and today.

V. Classroom Assessment

- Students may be assessed on the quality of their written essay: reasoning and logic of discussion, organization of ideas, grammar, neatness.
- Students may also be assessed on their participation in class discussions.

VI. Extensions and Adaptations

- Using information found on the FACE TO FACE Web site, have students compare and contrast the treatment of Japanese Americans and Arab Americans during WWII and post-September 11.
- Have students review the Bill of Rights and identify which rights were violated during WWII. Then have students research the both U.S.A. Patriot Act, and critiques of it on the internet. Also have students download and review the “Know Your Rights!” brochure at www.nlgo.org. Have students write on opinion piece or engage in a debate about the status of our civil liberties, whether they are endangered or not.
- Have students collect opinions from magazines and newspapers in regard to the civil rights issues involved. Their collection should include all shades of political opinion (e.g., Wall Street Journal, Nation Magazine, New York Times, Newsweek, local papers, material from the American Civil Liberties Union, the Republican/Democratic/Green/other political parties, etc.)
- Have students explore resources relating to such topics as racial profiling, hate crimes and the U.S.A. Patriot Act on the Internet:


“Thinking through Profiling,” by Jerry Kang at www1.law.ucla.edu/~kang/Scholarship/Race/race.html [v2.0 © revised 11/113/01].


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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Introduce topic: Inequality during WW2</td>
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<td>Begin reading The Diary of Anne Frank</td>
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<td>Introduce RAFT writing assignment – choose roles of WW2 era</td>
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<td>Tuesday</td>
<td>Discuss Novel</td>
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<td>Introduce roles of women during WW2</td>
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<td>Students arrange pics of women in categories</td>
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<td>Introduce Rosie the riveter</td>
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<td>Assign novel Flygirl</td>
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<td>Day 2</td>
<td>Discuss the YA novel <em>Flygirl</em>, specifically the topics of discrimination against women and African Americans and relate it to the Nazi’s discrimination against the Jews.</td>
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<td>Student will pair off and write a dialogue about race and discrimination from the perspective of a characters within the novel</td>
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<td>Assign unit project - start thinking of ideas</td>
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<td>Day 3</td>
<td>In class work on assignment</td>
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<td>Students will use laptops to create presentations</td>
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<td>This is the day to get the project done. If students cannot finish it in class, it will be homework. Final projects are due NEXT CLASS!s</td>
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<td>Day 5</td>
<td>Last day of the unit! (This part of the unit might roll over to the next class period depending on class-size)</td>
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<tr>
<td>Friday</td>
<td>Students present their projects for final review.</td>
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<td>.Teacher collects completed artifacts,</td>
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HUMAN SUFFERING AND INEQUALITY PLAGUES THE ENTIRE WORLD

What does this reveal about the human condition?

How can we prevent suffering the world?

Is it our responsibility to fight persecution?

Create a multi-media presentation that analyzes the essential questions: What does the Holocaust reveal about the human condition? How can we prevent suffering in the world? Is it our responsibility to fight persecution?

Investigate the issues and events of WW2 and present a multimedia presentation that presents evidence for your claim.