Japanese American Internment

History’s Mysteries—Solve the Crime of the Time
About the authors

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In this hands-on investigative activity, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. Students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts. A PowerPoint® presentation includes an introduction to the task, a coroner’s report, and several types of sources from the “crime scene.” Students then fill out a “forensic report” graphic organizer, hypothesize how the event took place, and conclude by reading a “Mystery Solved” handout that provides historical background on the “crime.” Optional extension activities include having students create a “breaking news” TV report, write a front-page newspaper article, or compose a “news alert” text message. Grades 6–12.
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Purpose and Overview

Activity Introduction

Welcome to History’s Mysteries: Solve the Crime of the Time. Included are investigative case files that cover some of the main areas of world history standards-based curriculum. The central purpose of these files is to spark interest and excitement in students for further study of a given unit.

A History Mystery is rooted in having students act like a criminalist whose job is to gather, analyze, and interpret forensic evidence. Real-life criminalists are skilled in studying everyday items, examining bullets, and analyzing documents. Likewise, in a history class a teacher’s job is to help students develop critical thinking skills also based in gathering, analyzing and interpreting data.

In this hands-on investigative activity, students are given an authentic task—to think like criminalists and review mock forensic files of a historical event. Each file contains primary and secondary source replica/realia that students analyze in order to hypothesize how a given event took place.

This activity works best as an introduction to a world history unit, but it may also be used as a way to review before a DBQ based assessment at the end of a unit. Students are motivated to solve each Mystery both with accuracy and speed as the first student/team to do so correctly wins a “Criminalist of the Year” nameplate for classroom display.

How does a History Mystery work?

Students are given the task of reviewing a historical event case file and filling out a Forensic Report. Once this initial step is completed, students then read a Mystery Solved: Press Release that reveals all the accurate details of the real life History Mystery.

Each History’s Mysteries Case File review and Forensic Report are completed in a single (60 minute) class session. The follow up Mystery Solved: Press Release reading and follow up activities (Front Page News, Breaking News Report, or Text Message News Alert) can take another half to full one hour class period.

Each unit comes with reproducible student analysis sheets, teacher directions, student directions, CD-ROM that allows students to view the files on a computer (or the entire class with an LCD projector).
Materials

- Computers, LCD projector.
- Reproducible copies of:
  - the Forensic Report
  - the Criminalist of the Year Plaque
  - the Criminalist of the Year Name Plates
  - the Mystery Solved: Press Release

Direction Notes

A day before you begin the activity, we must prepare for it by doing the following:

- Determine which method for displaying the case files works best for you (set of computers LCD projector printed out slides, etc.)

- Pull out the reproducible copies of the Forensic Report and Student Directions to make enough copies of them for class.

- Pull out the reproducible copies of the Criminalist of the Year Plaque and the Criminalist of the Year Name Plates.

- Pull out a reproducible copy of the Mystery Solved: Press Release, for the given case file, and make enough copies of them for class.

Teaching tip

Make one copy of the Criminalist of the Year Plaque and the Criminalist of the Year Name Plates each for every class that you have.
Daily Directions
Activity Day 1

Materials
- Copies of the Forensic Report
- Case File

Direction Notes

1. Pass out Forensic Report sheets to students.

2. Then depending on which method of case file viewing you are choosing, following the directions below.

   LCD projector—Walk students through the directions and the case file by flipping through the slides.

   Individual computer use—Walk students through how to flip through each page of the file as a class and then walk along the room to make sure students are on task and filling out the Forensic Report correctly.
**Materials**
- Copies of *Mystery Solved: Press Release*

**Direction Notes**

1. Ask the class if anyone would like to share their theory of what happened and why or what the motive behind the actions were.

2. After a couple of students have shared out ideas, explain that the real life historical event will be explained today as you start a new unit of study.


**Day 2 (3) Activity—Alternative**

**Materials**
- Copies of:
  - *Breaking News Report*
  - *Front Page News*
  - *Text Message News Alert*

Follow the “Activity Day 2” directions above and then…


5. Read the directions from the top of the *given* sheet assignment aloud and have students begin the assignment.
**Student Directions**

In order to solve a History Mystery you will need to have the following:

- A *Forensic Report*
- A *Mystery File*
- A pen or pencil
- And an Open Mind

Let’s review all the sections of the *Forensic Report* and the *Case File* so that you are familiar with all the areas of the file and what you need to do.

**Case File Sections:**

*Each section will be labeled using a special symbol to distinguish each area or office it came from.*

<table>
<thead>
<tr>
<th>Crime Scene</th>
<th>If you are looking at notes and photos about the <em>Crime Scene</em>, they will be marked with the symbol of a <em>body outline and caution tape</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police Report</td>
<td>If you are looking at documents and photos with specific information about the victim’s body, then these are part of the <em>Police Report</em> and they will be marked with a photo of a police officer writing a report.</td>
</tr>
<tr>
<td>Detective’s Research</td>
<td>And if you are looking at notes, documents, and/or photos from the <em>Detective’s Research</em>, they will be marked with the symbol of the investigator’s badge.</td>
</tr>
</tbody>
</table>

**How do I fill out the Forensics Report?**

- After you view the items in each of the three areas (*Crime Scene*, *Police Report*, and *Detective’s Research*) take notes and fill in each of the areas on the *Forensic Report*.

- Pay close attention to which office is reporting information and *match the symbols on your file with the symbol on your report* when you writing in your information.

- For example, if you see the symbol for the *Crime Scene* office on the top of the file page you may use that information to answer the questions about the *Crime Scene* in your *Forensics Report*. 
How does this activity end?

- Once you have completed review the entire file and have filled out all of the sections of the *Forensics Report*, look over your answers before you turn it in to your teacher.

- The first student (or team) who is the most accurate with their analysis for this History's Mystery will become the “Criminalist of the Month” and receive a name plate on the class plaque.

- Finally, once the entire class has turned in their reports, you will read a *Mystery Solved: Press Release* that will tell you the background behind the case you just finished reviewing.

Keep in mind that as you review the items in the file, you are acting as if you are a Criminalist responsible for gathering, analyzing, and interpreting forensic evidence. These actions are key to helping you solve the historical mystery presented in class.

**Good Luck!**
FOR IMMEDIATE RELEASE

U.S. Government Apologizes to Japanese Americans for WWII Internment

Washington D.C.—August 10, 1988—President Ronald Reagan signed into law new legislation (the Civil Liberties Act of 1988) that will give $20,000 and an apology to each living Japanese American who was driven from their home and sent to internment camps during World War II.

Apology letters and payments will be sent to internees because of the overwhelming injustices suffered due to the enactment of Executive Order 9066.

Many internees lost an overwhelming amount of personal property due to the restrictions on what they were allowed to take to the camps. In addition, a number of people died in the camps or suffered for lack of medical care, and several were killed by military personnel.

"Those interned in camps behind barbed wire," Senator Stevens said, "were people who had done no wrong at all."

At the heart of the issue of a public apology was the fact that those interned were denied due process and therefore had their civil rights violated. "Due process" refers to a course of legal proceedings carried out in accordance with established rules and principles. Not a single person who was sent to any of the ten camps was ever charged with a crime, nor did they participate in any court proceedings to determine their guilt.
## Forensic Report

**Directions:** You are a Criminalist responsible for gathering, analyzing, and interpreting forensic evidence in order to solve the historical mystery presented in class. As you view the items in each of the three areas (Crime Scene, Police Report, and Detective’s Research) take notes and fill in each of the areas below.

Forensics—“The application of scientific practices within the legal process.” Locating evidence that provides conclusive proof of a suspect’s involvement in a given crime.

### Stage 1: Review Crime Scene Photographs

<table>
<thead>
<tr>
<th>Forensic Categories</th>
<th>Describe what you see in the Crime Scene photographs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objects:</strong></td>
<td>List out all of the objects you see in the photos.</td>
</tr>
<tr>
<td><strong>People:</strong></td>
<td>Describe what the people look like in the photos.</td>
</tr>
<tr>
<td><strong>Location Details:</strong></td>
<td>Describe the area in the photos, inside/outside/in a building, in the street, etc.</td>
</tr>
<tr>
<td></td>
<td>*Notes any date and/or time details.</td>
</tr>
</tbody>
</table>

### Stage 2: Review Police Report

<table>
<thead>
<tr>
<th>Incident Notes:</th>
<th>Describe what happened.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incident Notes:</strong></td>
<td>Describe who was involved.</td>
</tr>
<tr>
<td><strong>Incident Notes:</strong></td>
<td>What type of incident was it?</td>
</tr>
</tbody>
</table>
# Stage 3: Review Detective’s Research

Your Notes—Write down any and all information that you feel may be relevant or useful later to fill out Stage 4 of your report.
## Stage 4: Forensic Analysis

<table>
<thead>
<tr>
<th>What</th>
<th>crime took place?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td>is responsible for the crime? (Perpetrators.)</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>were the victims or targets of the action?</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>did the crime take place?</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>did the crime happen? (Time/exact date when available.)</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>was the crime committed? (How was the crime carried out?)</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>What were the motives or reason(s) why this crime was committed?</td>
</tr>
</tbody>
</table>

### Report Review

- □ Completed notes regarding *Crime Scene Photographs*
- □ Correct Analysis #___
- □ Completed notes regarding *Coroner/ME Report*
- □ Close to Correct Analysis—1 or 2 sections incorrect
- □ Completed *Detective’s Research*
- □ Completed *Forensic Analysis*
Directions: In this activity you are acting as if you have been given the task of sharing what you just learned in class with all of your closest friends and family members via a text message. Use the basic information from the Mystery Solved: Press Release and your Forensic Report to fill out the information below.

**Step I.** What information do you think is most important to share? (List 3 main ideas below)

1. 

2. 

3. 

**Step II.** Now using 17 words or less, write in the screen on the right what your news alert text message would be about the event you just learned about in class.
Directions: You are now a newspaper journalist who has been given the front page article writing assignment. Take the basic information from the Mystery Solved: Press Release and write a news article about the event. Be sure to come up with a creative headline to catch the readers attention and to draw or cut and paste an image to accompany the article.

(Headline)
**BREAKING NEWS REPORT**

(Short Skit)

*Directions:* In this activity you are acting as if you are a television news station reporting on the information and crime you recently reviewed. Use the basic information from the *Mystery Solved: Press Release* and your Forensic Report to fill out the information below. Once you are finished filling this out please have your teacher review this sheet before you begin rehearsing your news report skit.

1. Television station you are reporting for: Channel _____

2. "On Location" reporter: ____________________________
   (This is one person reporting back to the news studio.)

3. "In Studio” anchor reporters: ___________________ & ___________________
   (These are two individuals who will introduce the skit and introduce us to the "On Location” reporter for the report.)

4. Where is the "On Location” news report taking place?
   "We are here live at: □ the courthouse □ the local police station □ the local History Museum □ the local school □ coroner’s office □ other: ____________________
   where it was recently discover that __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   We found some people who would talk to us about this event and this is what they had to say.

5. You must speak with at least two different people during your report.
   Interview #1: (Name) ___________________________ (Occupation) ___________________________
   • What information will they share?

   Interview #2: (Name) ___________________________ (Occupation) ___________________________
   • What information will they share?
CRIMINALIST THEORY
(Graphic Organizer)

Directions: You are a Criminalist responsible for creating a written summary of what you believe took place during the presented crime. Using your Forensic Report, write a short descriptive story of what you think happened noting what Area helps to prove your ideas.

Plot the crime, what do you think happened? Draw the sequence of events below:
Directions: You are a Criminalist responsible for creating a written summary of what you believe took place during the presented crime. Using your Forensic Report, write a short descriptive story of what you think happened noting what Area helps to prove your ideas. Write a short story of what you think happened leading up to, during, and as a result of this crime. Be sure to note what Area helps to support your ideas.

For example, "The photograph of the abandoned glove (from the Crime Scene Area) is an excellent piece of evidence to help support my theory that the perpetrator was trying to cover his tracks and not get caught."
Criminalist of the Year Name Plates

Directions: Type in or write in the names and dates of your top student criminalists who will be honored on the plaque.

Name:  
Month:

Name:  
Month:

Name:  
Month:

Name:  
Month:

Name:  
Month:

Name:  
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Name:  
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Month:
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Age of student: ________________________________ (print)

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Signature: ___________________________ Date: _________________

Address:
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Phone: ________________________________

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