Unit 3: They Called Us Enemy

Content Area: **World Language**
Course(s): **Intermediate ES**
Time Period: **Semester 2**
Length: **10 weeks**
Status: **Published**

Standards

ELD-LA.9-12.Narrate.Interpretive	Multilingual learners will interpret language arts narratives by
ELD-LA.9-12.Narrate.Expressive	Multilingual learners will construct language arts narratives that
ELD-LA.9-12.Inform.Interpretive	Multilingual learners will interpret informational texts in language arts by
ELD-MA.9-12.Explain.Interpretive	Multilingual learners will interpret mathematical explanations by
ELD-MA.9-12.Explain.Expressive	Multilingual learners will construct mathematical explanations that
ELD-SC.9-12.Explain.Expressive	Multilingual learners will construct scientific explanations that
ELD-SS.9-12.Argue.Interpretive	Multilingual learners will interpret social studies arguments by

Enduring Understanding

1. Setting and time period influence reading comprehension.
2. Learning to predict is a useful tool when reading.

Essential Questions

- How do we make connections to a text?
- What skills are important for reading?
- How do we make predictions?
- How does WWII impact groups of people differently in the U.S.?
- How do characters change throughout a text

Knowledge and Skills

Topic 3.1 (Lower Intermediate Students)

-Pre-reading - introduce setting and era surrounding the context of the novel

-Students make predictions of book, write down, and read again at the conclusion of the book.

-Read Executive Order 9066

Book Chapter Breakdown:

1. The US Goes to War (Pgs 1-30): Introduction to George and his family. Overview of what happened in 1941 and 1942, covering Executive Order 9066 and forced removal.

2. Forced Removal (Pgs 31-58): George recalls his family's time at the Santa Anita Assembly Center and their train journey from Santa Anita to Rohwer Relocation Center.

3. Life at Rohwer (Pgs 59-108): George recounts life at Rohwer, from his father's job as block manager, to teasing the guards, to holidays and excursions.

4. The Loyalty Questionnaire (Pgs 109-147): George recalls his parents' struggle to answer the loyalty oath and their resulting move to Tule Lake. He also gives an overview of how the loyalty oath and draft forced Japanese Americans to make difficult decisions.

5. The End of the War (Pgs 148-204): Many Japanese Americans at Tule Lake choose to renounce their American citizenship, including George's mother. He recalls the ensuing struggle to avoid deportation, his family's life after the camps, and his life as an actor and activist.

Topic 3.1 Novel Study Seedfolks (Higher Intermediate Students)

-Introduce novel Seedfolks -Where does the title come from? Is this a word you hear everyday? Group discussion.

-Pre-reading - introduce setting and context of the novel and build background via discussion on community gardens and urban areas

-Students make predictions of book, write down, and read again at the conclusion of the book.

-Discuss how this novel uses different points of view from different characters

-Introduce ideas of accent and dialects- a certain way of speaking that connects a person to a group.

Each chapter/ character:

- pre-teach vocabulary using VKS

- pre-teach character's dialect and point of view

- complete character graphic organizer about each character during reading

-After finishing text reevaluate predictions and compare/ contrast.

-Discuss how a "new community" is formed from the development of the garden. Connect personal communities to the Seedfolks community garden via guided group discussion.

Transfer Goals

1. I am able to make predictions with increasing accuracy.
2. Inferencing helps me understand character development when reading.
3. Background knowledge can help me understand new concepts.

Resources

(Lower Intermediate Students)

They Called Us Enemy by George Takei

TED talk (George Takei)

Executive Order 9066: Resulting in Japanese-American Incarceration (February 19, 1942; General Records of the United States Government; Record Group 11; National Archives)

Description of Rohwer https://encyclopedia.densho.org/Rohwer/

Rohwer camp newspaper https://www.loc.gov/resource/sn84025150/1943-05-22/ed-1/?sp=1

Oxford Simple Learners' Dictionary

(Higher Intermediate Students)

Seedfolks by Paul Fleischman

Character graphic organizers

VKS scale

Oxford Simple Learners' Dictionary

DRTA Method

Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit