

Propaganda and the History of Heart Mountain

Lesson Plan for 7-12 Social Studies

Developed by Heart Mountain Interpretive Center

Overview & Purpose

Students will learn the general history of Heart Mountain in preparation for a propaganda themed virtual tour session. Students will learn about forced removal, the relocation process, arrival at Heart Mountain and living conditions. They will also learn about camp closure and resettlement. This is a 2-3 day lesson plan.

Day 1 will cover forced removal and the geography of the western United States. (Day 2's lesson can be assigned as homework to make this a 2 day lesson plan if necessary.)

Day 2 will cover the Heart Mountain experience. Students will read articles, and watch brief videos discussing the experience.

Day 3 will consist of camp closure and resettlement.

Education Standards

1. SS2.5.1/SS5.5.1
2. SS2.5.2/SS5.5.2
3. SS2.5.4/SS5.5.4
4. SS8.5.2/SS12.5.2
5. SS8.5.3/SS12.5.3
6. SS8.5.4/SS12.5.4

Objectives

1. Students will learn to use primary and secondary sources to construct a historical narrative
2. Students will learn to read maps and understand the significance of geography and how it informs our understanding of historical events
3. Students will learn of the lasting effects of the Japanese American incarceration during World War II

Day 1

Students will work through geography lesson plan with additional information from camp map and the *Order 9066* podcast or the short film *All We Could Carry*. Start your lesson by viewing either *All We Could Carry* or listening to the *Order 9066* podcast. Next students will work through the Google Earth presentation, learning about the forced removal and relocation discussed in the film and podcast. Ensure that students are paying close attention to locations mentioned. Next, students will complete the Google Earth presentation either individually or in pairs. As they complete the presentation, have them locate their home state and compare it to the locations of Heart Mountain and the assembly centers. Are they in different regions of the country? Next, have students compare those locations to the climate map. Are the locations in different climate regions? What are the climate regions listed? What makes them different and similar?

Materials Needed

Google Earth Relocation and Arrival [file](#)

Climate map (included in resources section)

Order 9066 [podcast](#) **OR** *All We Could Carry* Film

Reading Assignment (homework)

<https://encyclopedia.densho.org/Heart%20Mountain>

Exclusion and Relocation [map](#)

Day 2

Students will start the lesson by watching the *Japoteurs* episode of Superman from 1941. After watching the episode, the teacher will lead students in a discussion about propaganda and the various ways it appears in popular culture. They will also view government propaganda about the nature of living conditions in camps by completing the Heart Mountain photographs activity.

Materials Needed

1. Superman *Japoteurs* [episode](#)
2. Culture and Film Student worksheet
3. Culture and Film Teacher guide
4. Heart Mountain photographs pdf
5. Heart Mountain photographs worksheet

Verification

1. Using the Culture and Film teacher guide, go through and provide students with the correct answers while having a conversation about open ended questions
2. Next, show students the Heart Mountain photographs. Have students point out the differences between the two sets of photographs and then complete the worksheet (this can be done individually or as a group).
3. Next have students listen to following interviews from people who lived at Heart Mountain as children to get a firsthand account of what life was like
 - a. Frank Emi [interview](#)
 - b. Kara Kondo [interview](#)
 - c. Shig Yabu [interview](#)

Day 3

Students will learn about the closure of Heart Mountain and difficulties people faced when trying to resettle. Emphasis will be placed on anti-Asian racism and the emergence of Bronzeville in LA's former Little Tokyo.

Materials Needed

1. Google Earth Resettlement and Camp closure [file](#)
2. Order 9066 Seeking Redress [episode](#)

Verification

1. Students will work through the Resettlement and Camp Closure Google Earth presentation, learning about where Japanese Americans settled. Though most returned to the West Coast, many dispersed throughout the Rocky Mountain region in areas like Denver and Salt Lake City, while others moved east to Chicago and New York.
2. Next, students will listen to the [Seeking Redress](#) episode of the *Order 9066* podcast where they will learn about the Redress Movement.
3. Discussion Questions
 - a. Where did a majority of the Japanese American community return to following the closing of incarceration camps?
 - b. What kinds of problems did they face when they left camp?
 - c. What was the redress movement?
 - d. Is there a difference between redress (to set right : remedy) and reparations (the act of making amends, offering expiation, or giving satisfaction for a wrong or injury)

