

# **Heart Mountain for Students**

Developed July 2007

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This lesson plan was developed as part of a collaborative project with the Wyoming Partnership for Civic Education sponsored by the American Heritage Center and the College of Education at the University of Wyoming  
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**Introduction:**

This lesson focuses on the Heart Mountain Relocation Center, near Cody, Wyoming, which was home to thousands of Japanese Americans during WW II. Following the attack on Pearl Harbor by the Japanese, President Franklin Roosevelt ordered the internment of Japanese Americans living on the West Coast of the United States. Internment camps were established at several locations, including Heart Mountain, Wyoming. This camp, located between Cody and Powell, was a stark contrast to the homes and countryside left behind by the internees. The people lived in hastily built barracks located on a treeless piece of ground. Winters were cold, windy and snowy. Photos in the appendices provide views of the camp and the surrounding area. The lesson provides teachers and students with primary source materials from the American Heritage Center at the University of Wyoming. These primary sources and their accompanying activities were chosen with both students and teachers in mind. Students should find them interesting and engaging. Teachers will find them appropriate for their classrooms and easy to use. Students will analyze the variety of opinions held by both Wyoming citizens and other Americans, evaluate the actions of government officials, and compare their own lives with those of students at Heart Mountain.

**Objectives:**

Students will be able to:

- Analyze the statements and opinions of non Japanese Americans
- Compare and contrast school life at Heart Mountain with their own
- Compare and contrast home life at Heart Mountain with their own
- Evaluate the opinions and feelings of Heart Mountain internees

**Overview of Instructional Activities:**

- Exploring primary source material
- Taking a stand and supporting it
- Comparing and contrasting poetry
- Writing a letter stating personal opinion
- Comparing and contrasting school life and attitudes
- Engaging in a Town Hall Meeting
- Writing a dialog and presenting it
- Drawing a sketch
- Expressing feelings through poetry, sketches, or song lyrics

### **Correlations to Wyoming State Standards:**

This lesson addresses benchmarks and standards from the Wyoming Social Studies Content and Performance Standards. A list of the applicable benchmarks and standards is provided in Appendix C of the lesson plan.

### **Notes to the Instructor:**

This lesson plan was created using a multi-sensory approach incorporating reading, writing, acting, drawing, and creativity. While specific activities are provided, teachers should feel free to modify and adapt the lesson to meet the needs of their individual classes. The lesson activities can be used as they are, or can be used as a starting point to develop their own activities. All of these activities do not have to be used for students to benefit from this study of Heart Mountain.

The rubrics should also be considered starting points. Teachers may want to adjust them to better meet the needs of their students.

Before using this lesson, instruction should be provided to students in the following areas:

- The meaning and use of primary and secondary sources
- The background of events leading up to Heart Mountain – the attack on Pearl Harbor, fear of further attacks, and President Roosevelt’s Executive Order. (See links below)
- Location and appearance of the land where the Heart Mountain Relocation Center was built. Photos included in appendix.

### **Terms to Know:**

Editor  
Executive Branch  
Executive Order 9066  
Internee  
Issei  
Nisei  
Opinion  
Relocation

### **Materials Needed:**

Primary Source Documents (Newspaper articles, photos, drawings, letters, etc)  
Instructor Guide  
Web Links to background information  
<http://www.heartmountain.us/> Heart Mountain, Wyoming Foundation  
<http://www.enigmaterial.com/heartmt/return.html> article about Heart Mountain

<http://www.momomedia.com/CLPEF/9066.html> FDR's executive order  
<http://www.heartmountain.us/evacuation.htm> summary of evacuation  
<http://www.heartmountain.us/resistance%20to%20draft.htm> draft resister  
<http://www.momomedia.com/CLPEF/history.html> internment history  
<http://www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm> FDR speech  
<http://ahc.uwyo.edu/eduoutreach/lessonplans/heartmountain/timeline.htm> chronology of events leading to Japanese American relocation  
<http://www.usconstitution.net/xconst.html> US Constitution

### **Estimated Time to Complete:**

Background information – instruction, reading, and discussion – 60 minutes  
Letter to friend in California about camp and school life – 30 minutes  
School newspaper activity – 30 – 60 minutes  
Dialog writing based on sketches – 60 minutes  
Letter to the editor –take a stand and support why Japanese Americans should or should not be relocated to Wyoming – 60 minutes  
Citizen Debate – reading letters, formulating an argument, pro and con debate – 120 minutes  
Original poem or lyrics to an existing tune about life at Heart Mountain – 60 minutes

### **Assessment Tools:**

Rubrics for each activity are located in the appendix.

### **Instructor Guide:**

It is critical that today's students know what happened at Heart Mountain Relocation Center. This chapter of America's past is worthy of study for the stories of the people who were confined there. The decisions made by government officials about Heart Mountain Relocation Center also need to be analyzed and assessed.

The American Heritage Center has numerous collections which describe the internment of Japanese Americans at Heart Mountain following the attack on Pearl Harbor. By using selected material from several collections, this lesson plan provides meaningful information that will engage all levels of learners and will touch each student.

The **Nels Smith Collection** reveals the feelings of Wyomingites as well as other Americans. Governor Smith received many letters which both supported and opposed the relocation of the Japanese Americans. These short letters, some highly inflammatory, will provide interesting and informative reading for students.

The **Grace Thorson Brown Collection** provides some photographs of interest to students. These photos show a Heart Mountain teacher, Ms. Brown, and the students in

her class. By looking at the photos, students can see how the students dressed, how many students were in a class, and their attitudes.

The Heart Mountain High School produced a student newspaper called *Heart Mountain Echoes*. Reading an edition of this paper will provide students with school news. Students can examine the sports' reports, classroom activities, and editorial comments. They also can see what types of tensions existed.

The **Estelle Ishigo Collection** contains sketches of camp scenes, many featuring children. Some of these scenes depict the harsh living conditions which faced the children, but also show the children playing and adjusting to their surroundings. These scenes will allow students to feel what it would have been like to live in that setting.

Two poems by Heart Mountain internees, ("That Damned Fence" and "Untitled Heart Mountain Poem"), were selected to show different attitudes toward camp life. By reading the poems, students will have an insight into the hearts of the authors.

### **Introducing the Lesson:**

Read or play the recording of President Franklin Roosevelt's "Day of Infamy" speech to the class. Ask students to discuss the feelings of the American citizens following the speech (older students may incorporate American feelings after 9/11/2001 into their discussions).

### **Transitional Exercise:**

Students will read FDR's Executive Order 9066 which started the relocation of Japanese Americans. Ask the students to share one thing they have learned from the document.

### **Critical Thinking Exercises:**

Writing Activities:

1. **Taking a Stand and Supporting It:** After reading through the letters written to Governor Nels Smith, take a stand on the question of relocating of Japanese Americans to Wyoming. As a U.S. citizen living at that time, do you oppose the relocation or do you welcome it? Write a short essay supporting your stance with evidence from the letters and from relevant parts of the U. S. Constitution and its Amendments.  
Extension: Read the letters to Governor Nels Smith; write a letter to the editor stating your position on the case and your supporting arguments.
2. **Compare and Contrast:** Read the two selected poems ("That Damned Fence" and "Untitled Heart Mountain Poem"). Students will discuss the attitudes of the two poets towards Heart Mountain. Students will write two or more paragraphs comparing and contrasting the two poems.

3. **Writing a Friendly Letter:** After looking at the photos of Grace Thorson Brown and her class, imagine you are one of her students. Write a letter to a friend back home telling them what life is like in the camp and/or at school, based on what you see in the photographs.  
Extension: Write a reply from your friend responding to your situation.
4. **Compare and Contrast:** After reading the school newspaper, *Heart Mountain Echoes*, compare and contrast Heart Mountain School with your school. What things were the same, what were different? How difficult would it have been for you to attend Heart Mountain School? Write two or more paragraphs.  
Extension: Write your own school newspaper article from the viewpoint of a student at Heart Mountain about school activities, i.e. athletics, academics, etc.

#### Artistic Activities:

1. **Town Hall Meeting:** You are hosting a town hall meeting with Governor Nels Smith to debate the issue of Japanese Americans being relocated to Wyoming. Divide the class into 12 groups, six will be pro-Japanese Americans and six will be anti-Japanese Americans. Each group will be given one of the letters sent to Governor Smith concerning the relocation. Students will read their letter and formulate their argument based on the contents. Students will assume the identity of the author of the letter and present their argument before the governor. Proceed with the debate, with the teacher acting as Governor Smith.
2. **Interpreting Heart Mountain Sketches:** Divide the students into groups of two. The students will look at several of the sketches in the Estelle Ishigo Collection. The students will choose a sketch to write about. They will imagine themselves as the characters in the sketch. As a team, they will write a dialog of the discussion between the children about camp life. They will practice the dialog with their partner and present it to the class.
3. **Drawing to Portray a Scene Based on Poetry:** After reading selected poems (“That Damned Fence” and “Untitled Heart Mountain Poem”), the students will draw their own sketch based on the content of one of the poems.  
Extension: Students can draw a series of scenes based on one of the poems.

#### **Concluding the Lesson:**

Students have experienced life at Heart Mountain through many mediums. As a concluding exercise, students will take the knowledge they have gained about life at Heart Mountain and turn it into creative expression.

Creating Poetry/Lyrics: Students will write an original poem or put new words to an existing tune to describe life at Heart Mountain based on information gathered from sketches, articles, letters, etc.

### **Supplemental/Additional Activities:**

See extensions for Writing Activities 1, 3, & 4, and Artistic Activity 3.

Wyoming History Day: The documents used in this lesson and many more documents relating to Heart Mountain are available at the American Heritage Center for use in a Wyoming History Day project.

### **Appendices:**

- A - Primary Documents
- B - Rubrics
- C - List of Wyoming State Standards Addressed

#### **Appendix A - Primary Documents:**

Photos of Heart Mountain:

- 001, 007, 012, 013

Photos of Grace Thorson Brown and School Children:

- 576, 577, 578

Sketches of Heart Mountain:

- 022, 024, 029, 034, 042, 043, 048, 057, 062, 067, 075

Poems:

- 201, 202, 203

Letters and telegrams to Nels Smith:

- 552, 553, 554, 555, 557, 558, 559, 560, 561, 562, 567, 571, 575

Heart Mountain School Newspaper:

- 579, 580, 581, 582, 583

**Appendix B - Rubrics:**

- Persuasive Essay: Compare and Contrast School Newspaper
- Persuasive Essay: Compare and Contrast Poetry
- Story Telling: Interpreting Heart Mountain Sketches
- 6+1 Trait Writing Model: Creating Poetry/Lyrics
- Creating a Painting: Drawing Based on Poetry
- Persuasive Essay: Taking a Stand and Supporting It
- Class Debate: Heart Mountain Town Meeting
- Letter Writing: Writing a Friendly Letter

(Master copies appear on the following eight pages.)

All rubrics in this lesson were made using **RubiStar** at

(<http://rubistar.4teachers.org>)

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## Persuasive Essay: Compare and Contrast School Newspaper

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	

Date Created: Aug 05, 2007 08:44 pm (CDT)

## Persuasive Essay: Compare and Contrast Poetry

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	

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## Story Telling: Interpreting Heart Mountain Sketches

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.	
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail (e.g., once upon a time in a land far, far away).	The audience has trouble telling when and where the story takes place.	
Acting/dialogue	The student uses consistent voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tries to use voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tells the story but does not use voices, facial expressions or movement to make the storytelling more interesting or clear.	

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## 6+1 Trait Writing Model: Creating Poetry/Lyrics

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.	
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	

Date Created: **Aug 05, 2007 09:00pm (CDT)**

## Creating a Painting: Drawing Based on Poetry

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
Drawing	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Student has great control and is able to experiment a little.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done. Never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done. Occasionally distracted others.	Did not use class time to focus on the project. Often distracted others.	
Knowledge	Student can accurately answer all questions related to facts in the sketch.	Student can accurately answer most questions related to facts in the sketch.	Student can accurately answer 75 %questions related to facts in the sketch.	Student appears to have insufficient knowledge about the facts in the sketch.	

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## Persuasive Essay: Taking a Stand and Supporting It

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	

## Class Debate : Heart Mountain Town Hall Meeting

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).	
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.	

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## Letter-Writing : Writing a Friendly Letter

Evaluator's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.	
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.	
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	

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## **Appendix C - Wyoming Social Studies Content and Performance Standards**

Grade Span K-4

Content Standard # 1 Citizenship/Government/Democracy  
Benchmark Grade 4: 1 and 2

Grade Span 5-8

Content Standard # 1 Citizenship/Government/Democracy  
Benchmark Grade 8: 1 and 3

Grade Span 9-12

Content Standard # 1 Citizenship/Government/Democracy  
Benchmark Grade 11: 1 and 2