

## 8th Grade Japanese Internment Inquiry

### Should Freedom Be Sacrificed in the Name of National Security?

#### Supporting Question 3

<b>Supporting Question</b>	How did the 1944 Korematsu case illustrate division in the United States over internment policy?		
<b>Social Studies Practices</b>	● <b>Gathering, Using, and Interpreting Evidence</b> ● <b>Comparison and Contextualization</b>		
<b>Inquiry Process and Skills</b>			
<b>Connect</b>	Acquire background knowledge		
	Revises the question or problem as needed to arrive at a manageable topic for inquiry. <a href="#">[ESIFC 8.1]</a> <a href="#">[ESIFC 8.1/2]</a>	Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence. [SS Practices A.1]	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [Lit for Hist RI.8.1]
<b>Wonder</b>	Develop questions		
	Refines questions to guide the search for different types of information. <a href="#">[ESIFC 8.2]</a>	Describe and analyze arguments of others, considering historical context. [SS Practices A.4]	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [Lit for Hist RI.8.6]
<b>Investigate</b>	Analyze and summarize evidence to answer the research questions		
	Uses different formats as sources of information. <a href="#">[ESIFC 8.3]</a>	Make inferences and draw conclusions from evidence. [SS Practices A.5]	Determine the meaning of words and phrases as they are used in a text. [Lit for Hist RI.8.4]
<b>Construct</b>	Interpret information		
	Draws conclusions based on explicit and implied information. <a href="#">[ESIFC 8.6]</a> <a href="#">[ESIFC 8.6/2]</a>	Connect historical developments to specific circumstances of time and place to broader regional, national, or global processes. [SS Practices C.5]	Write arguments to support claims with clear reasons and relevant evidence. [Lit for Hist W.8.1]
<b>Express</b>	Present answers and conclusions		
	Creates products for authentic reasons and audiences. <a href="#">[ESIFC 8.7]</a>	Formative Performance Task: Complete a graphic organizer comparing arguments from the majority and dissenting opinions in <i>Korematsu v. United States</i> .	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [Lit for Hist W.8.1.b]
<b>Reflect</b>	Reflect on own learning		
	Identifies own strengths and sets goals for improvement. <a href="#">[ESIFC 8.8]</a>		