

HCPS II: A Social Studies Based Guide for “A Tradition of Honor”

Change, Continuity and Causality: Students employ chronology to understand change and/or continuity and cause and/or effect in history.

PEARL HARBOR

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
1	Analyze cause and effect relationships and multiple causation of change.	The student: Given the topic of the bombing of Pearl Harbor, explains its multiple causes.	Status of the Class: Groups periodically post their findings and compare causes. Chart paper is used to record each group’s findings. <i>I Remember the Day: Attack on Pearl Harbor: Include information from the veterans’ personal stories in their findings and comparisons.</i>	Establish prior knowledge of the bombing of Pearl Harbor. Provide primary and secondary sources on the events that surrounded the bombing (e.g., WWII in Europe, the Japanese need for resources, etc.) and on the bombing itself (the timing, the number of casualties, the sinking of the Arizona, etc.). In groups, students read and discuss these issues. Provide primary sources (oral histories, documentary films, diaries, photos, etc.) on the bombing. <i>I Remember the Day: Attack on Pearl Harbor: Groups discuss veterans’ recollections of that day and discuss the reasons they were involved. Groups explore factors that led to the bombing.</i>
	Analyze cause and effect relationships and multiple causation of change	The student: Determines the multiple effects resulting from the bombing of Pearl Harbor.	Status of the Class: Groups periodically post their findings and compare effects. Additional findings are added to each group’s record. <i>I Remember the Day: Attack on Pearl Harbor: Include information from the veterans’ personal stories in their findings and comparisons.</i>	Using the same materials, determine the multiple effects of the bombing. <i>I Remember the Day: Attack on Pearl Harbor: Groups discuss veterans’ recollections of that day and discuss the effect it had on them personally, professionally, emotionally etc.</i>
	Analyze cause and effect relationships and multiple causation of change	The student: Categorizes the causes/effects into types (e.g. social, political, cultural, technological, etc.) and importance.	Individuals use their organizers to write a short analysis of the causes and effects of the bombing of Pearl Harbor, justifying why they think a certain cause/effect is social, political, etc., and justify its importance rating. <i>I Remember the Day: Attack on Pearl Harbor: Include information from the veterans’ personal stories in their analysis.</i>	Individuals sort out causes and effects, using organizers to categorize them by type (social, political, economic, cultural, technological, etc.). Groups discuss and rate the causes and effects (primary cause/effect, secondary cause/effect and/or tertiary cause/effect). <i>I Remember the Day: Attack on Pearl Harbor: Groups use the personal stories of the veterans, sort the causes and effects of their involvement, categorize them by types, discuss and rate those causes and effects as being primary, secondary and/or tertiary</i>
	Analyze cause and effect relationships and multiple causation of change	The student: Establishes connections between and among the causes and effects to explain multiple causes of change.	Individuals reflect in a journal on the connections between the causes and effects of the Pearl Harbor bombing, explaining the connections between the causes and effects. <i>I Remember the Day: Attack on Pearl Harbor: Reflection will include information from the veterans’ recollections.</i>	Groups discuss and individuals document the changes that occurred, establishing connections between the cause and effects. <i>I Remember the Day: Attack on Pearl Harbor: Include information from the veterans’ personal stories when establishing connections.</i>
	Analyze cause and effect relationships and multiple causation of change	The student: Determines the major change(s) that occurred because of the causes and effects.	Group members share their journal entries with each other to determine, in their opinion, the major change(s) that occurred because of the bombing. With the whole class, groups present major change and justify it with evidence. <i>I Remember the Day: Attack on Pearl Harbor: Include major change for one/some/all of the veterans because of the bombing.</i>	Individuals examine all historical data and determine major change(s) because of the bombing. <i>I Remember the Day: Attack on Pearl Harbor: Determine the major change for one/some/all of the veterans because of the bombing.</i>
	If applicable, explain how change occurs at varying rates during different time periods and in different regions of the world	The student: If applicable, using the above event, issues or idea, describes the change in terms of time.	If applicable, groups present their timelines with accompanying oral explanations. *To tie this together, students could interview a Pearl Harbor survivor, or examine a case history of a Pearl Harbor survivor and write their story. All performance indicators would be present.	Groups, using timelines, describe the rate of change for the perpetrators, the survivors, and for the nations. <i>I Remember the Day: Attack on Pearl Harbor: Include the rate of change for the veterans.</i>

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Governance/Power/Authority: Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.

JAPANESE AMERICAN INTERNMENT (INCARCERATION)

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
2	Analyze how governments acquire, use and justify power, e.g., how limited governments differ from unlimited ones.	The student: Describes U.S. government’s exercise of power in the internment (incarceration) of Japanese Americans.	Students describe the U.S. government’s exercise of power in the internment (incarceration) of Japanese Americans. <i>Executive Order 9066: Students include the effect that the U.S. government’s exercise of power had on the internees.</i>	Establish prior knowledge on the internment (incarceration) of Japanese Americans. Provide text sets (both primary and secondary sources) that deal with the events involving the U.S. government’s exercise of power surrounding JA internment (incarceration) for students to read and discuss. <i>Executive Order 9066: Use the part of the video that deals with Executive Order 9066. As you listen to the video, note the experiences of the internees as they deal with the order.</i> Students take notes on actions of U.S. government. Give mini-lesson on power, authority and governance. Hold class discussion on the roles the three branches of government played in the internment (incarceration) decision.
	Analyze how governments acquire, use and justify power, e.g., how limited governments differ from unlimited ones.	The student: Explains the basis of a government’s authority, e.g., Constitution, Divine law, international law, military strength, other.	Square Share. Squares (4 on each team) discuss/debate the U.S. basis of authority in this situation. As squares share, others listen, take notes, and formulate questions. Students must cite primary source documents. <i>Executive Order 9066 extension: Discuss/debate the reaction of the internees to this demonstration of U.S. authority</i>	Give mini-lesson on the rule of law through concept attainment strategies. Ask students, in groups, to examine primary and secondary source documents (e.g., Executive Order 9066, the War Relocation Authority’s loyalty questionnaire, etc.) that explain the basis of the government’s authority in placing so many Japanese Americans in the internment (incarceration) camps. <i>Executive Order 9066: Refer to “A Tradition of Honor” for deeper understanding of Executive Order 9066.</i>
	Analyze how governments acquire, use and justify power, e.g., how limited governments differ from unlimited ones.	The student: Determines the degree to which a government’s action follows the rule of law or not.	Squares present and explain their conclusions on the degree to which the governments followed the rule of law. * To tie this together, students write an analysis of the Japanese American internment (incarceration) from the point of view of either the U.S. government or a Japanese American citizen, to determine whether the U.S. followed the rule of law. The analysis should include all of the indicators.	Ask students to do a short freewrite on rule of law. Check for understanding. Ask students to examine the Bill of Rights and amendments XIII, XIV, and XV, to gain an understanding of “due process.” Ask students to review the actions the U.S. government took toward the Japanese Americans and in light of the Bill of Rights and selected amendments, e.g., XIII, XIV, and XV, determine the degree to which the government’s action followed the rule of law or not.

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Historical Empathy: Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.

BATTALIONS IN THE WAR

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
3	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Identifies the issue of military racial segregation of the 100 th Infantry Battalion and relates it to issues surrounding the contemporary decision to fully integrate the military with regard to gender, lifestyle choice, ethnicity etc.	<i>Tracing the Path of the 100th: In reflective journals, individuals describe some issues the segregated 100th Infantry Battalion faced and relate that to the issues surrounding the decision to fully integrate the military today.</i>	Give mini-lecture on segregation in the south during the time of WWII. <i>Tracing the Path of the 100th: Use this section of the video to examine the experiences the men of the 100th Infantry Battalion faced while away from Hawaii because of their ethnicity.</i> By examining newspapers, news magazines, watching news accounts, etc. class explores present day issues regarding a fully integrated military looking at the rationale for its instigation as well as issues of backlash. Class chooses one or more issues e.g. to examine. Divide class into same number of groups as issues that were chosen.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Describes the factors that influenced the people of that era in their decision making to formulate and carryout such policies or to fight against them.	Groups post matrices. Whole class discussion on factors that impacted the decision-making (including the factors given in <i>Tracing the Path of the 100th</i>).	Groups examine the ideas that influenced the people of this era, (e.g., yellow peril, earlier immigration laws etc.) in relation to social/political/economic/geographic/intellectual etc., conditions of the time. <i>Tracing the Path of the 100th: Use reasons given in this section of the video.</i> Give mini-lessons on concept attainment . Groups prepare a matrix to illustrate ideas and conditions of the time.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Evaluates the decision based on the political, social or economic conditions of the historical era, e.g., ethics, legal/practical costs, and effectiveness.	In Author’s Circle , groups read their evaluations of the decisions and laws/actions. Students use format of historical narrative and explain how they evaluated these decisions/laws or actions.	Ask groups to analyze the decisions and laws of the period (Executive Order 9066, the War Relocation Authority’s loyalty questionnaire, etc. Use <i>Tracing the Path of the 100th</i> where appropriate). Groups evaluate the various decisions made or actions taken based on the values and norms (factors) of the time. Model how to evaluate an action or decision. Begin to construct historical narratives.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Identifies factors that influence decision making on contemporary issues/decisions that have to do with inclusion, desegregation etc.	Individuals analyze and groups synthesize findings and present them in historical narrative. Peers read and review the drafts.	Groups refer back to contemporary issues of the military, e.g. gender, lifestyle choice, ethnicity etc. Refer students to process for determining factors of the WWII era to help students determine the factors that influence contemporary issues/ decisions. Read and discuss newspaper reports, news stories, etc. for diverse opinions.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Evaluates the contemporary issue/decision under study.	Individuals include their evaluation in the historical narrative. *To tie this all together, students write a comparative essay of the WWII era, which has all indicators present, contrasting it to a contemporary issue.	After research, form groups to evaluate contemporary issues or decisions regarding those issues.

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Human Systems: Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.

THE CAMPS

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
4	Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts.	The student: Based on particular internment (incarceration) camps under study, explains how political/social/economic factors affected their settlement and/or growth during their years of use.	Groups present storyboards with verbal explanations of factors. Students and teacher check for accuracy.	Lead a discussion on the characteristics of the American internment (incarceration) camps. Ask groups to select a camp to investigate and examine the factors (political/social/economic) that affected its settlement. Ask groups to examine the reason for these camps as well as life in the camps. Groups prepare a storyboard to show how the factors affected settlement of the camp. <i>Incarceration: This section of the video deals with settlement of these camps as well as daily life in them.</i>
	Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts.	The student: Traces a camp’s development based on political/social/economic factors.	Groups present storyboards to show development of the camp. In an oral presentation with exhibit, some group members share the social, political, and economic factors that affected the development of the camps. Students and teacher check for accuracy. Students self-evaluate by writing a short reflective narrative.	Ask students to plot development of “camp culture” focusing on social, political and economic factors of the camp, e.g. gender roles, work (tasks, jobs), leisure activities, issues of censorship, physical and economic conditions etc. Add this to the storyboard. Model how to use a graphic organizer to categorize the factors into political, social, and economic ones.
	Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts.	The student: Explains how political/social/economic factors determine cooperation and/or conflict.	Other group members present storyboards with explanations and examples of conflict and/or cooperation. Q&A. Peer feedback. *To tie this all together, students individually write a brief history of their camp, or of another group’s camp. ATOH video: Include information from this section of the video in your history.	Using the information on the storyboard, e.g., determine how the factors caused conflict and/or cooperation. <i>Incarceration: Use appropriate sections of the video that describe or infer factors that may have caused conflict and/or cooperation.</i>

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THE SOLDIERS COME TOGETHER

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
5	Analyze cause and effect relationships and multiple causation of change.	The student: Given the issue of social/political/cultural differences that existed between the Japanese American soldiers from Hawaii and the Japanese American soldiers from the internment (incarceration) camps, explains its multiple causes.	Groups post causes for all to view, then explain and compare the various causes that each group examined. Students compile their “interviews with soldiers” in the form of a newspaper story that incorporates the 5W’s +H. This will be used to put together a “special edition” human interest segment in a newspaper on the difficulties the soldiers had to overcome to become united in mind and spirit.	Gather text sets that include primary source material (<i>including Japanese American Soldiers Find Commonality</i>) for students to skim and scan for background information on the formation of and conditions within the regiments that included Japanese Americans. Review Raising Questions to determine causes. Give mini-lesson on determining causes. Interviews: This strategy requires the students to take first person persona. Students “interview” different soldiers to determine causes and factors that contributed to the social/political/cultural differences between the two groups. They will then “report” to the class about the person they interviewed. <i>Japanese American Soldiers Find Commonality: Use the section of the video where soldiers from both Hawaii and the mainland talk about the differences, their reasons for those differences and their feelings about them.</i> Newspaper Story. Review with students the 5W+H protocol by examining an example of a newspaper story that has all the elements. Discuss.
	Analyze cause and effect relationships and multiple causation of change.	The student: Given the same issue, determines the multiple effects differences had on each group and on the unit as a whole.	Students continue with their section of the “special edition,” writing about the soldiers they interviewed, incorporating into their stories effects on each group, the unit as a whole, and the larger picture of what this would mean for American success in the European theater.	Guide students to continue to examine the material for descriptions of the effects of these differences. Students use “A Tradition of Honor” material and diaries, stories, pictures, newspaper accounts, etc. to record the impact of the social/political/cultural differences between the two groups. Students examine the impact for each group and for the unit as a whole. Ask students to speculate what effect these conditions, if they continued to exist, would have on the ability of the troops to fight effectively in the war in Europe.
	Analyze cause and effect relationships and multiple causation of change.	The student: Categorizes the causes/effects into types (e.g., social, political, cultural. etc.) and their importance.	Groups categorize the causes and effects using a matrix and explain how and why they categorized as they did.	Provide opportunity to categorize and rate the causes and effects.
	Analyze cause and effect relationships and multiple causation of change.	The student: Establishes connections between and among the causes and effects of the cultural differences to explain the multiple reasons change occurred for both groups of soldiers and for the unit as a whole.	Students write editorials from the perspective of the soldiers who were “interviewed” that include the links between the causes and effects that explain the multiple reasons why change occurred.	Interviews: Students “interview” soldiers on connections between cause and effects, e.g., Cause: The pidgin English of the Hawaii soldiers vs. standard English of the mainland soldiers. Link: Misunderstanding between the two groups. Effects: Frustration and anger resulting from an inability to clearly communicate with each other. Have students examine how these causes and effects led to change.

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THE SOLDIERS COME TOGETHER *(continued)*

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
5	Analyze cause and effect relationships and multiple causation of change.	The student: Determines the major change(s) that occurred because of the causes and effects.	Students write a “letter to the editor” that describes and comments on the major change that they feel occurred. Justify this change in evidence. Peers provide feedback and ask questions.	Ask students to look at causes and effects of the social/political/cultural differences as a whole and determine the major change that occurred, both in practical terms and in the hearts and minds of both groups, and how that change occurred.
	If applicable, explain how change occurs at varying rates during different time periods and/or in different regions of the world.	The student: If applicable, describes the change(s) in terms of time for both groups.	Students present their ideas on rate of change for both groups and for the entire unit. Groups explain why the rate of change was rapid, gradual, etc., taking the personal background of the soldiers, the political climate of the times, the need for unity and other factors into account. *To tie this all together, students publish their “Special Edition” newspaper with all indicators present.	Review the events surrounding the existence of the first African American regiment that fought in the Civil War. Model rate of change with examples, e.g., How long did it take America as a whole to accept the changes in the “color” of the army after the advances made by the brave Fifty fourth Massachusetts Volunteer Regiment? Was it a gradual change in attitude? Was it rapid because of the effects the regiment had on the outcome of the war? “A Tradition of Honor:” Ask students to describe the changes for both groups of Japanese American soldiers and for the unit in general in terms of time (gradual change, rapid change, etc.).

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Historical Perspectives and Interpretations: Students explain historical events with multiple interpretations rather than explanations that point to linearity or inevitability.

IN DEFENSE OF THEIR COUNTRY: THE MILITARY INTELLIGENCE SERVICE

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
6	Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.	The student: Identifies conflicting opinions, interpretations, and/or value judgments in historical writing about the Military Intelligence Service.	In a small group discussion, present and explain charts and matrices. Individuals write comparisons of writers’ perspectives.	Teacher and students prepare text sets of primary source documents including books, letters, diaries, discussions, internet sources and videos (“Tradition of Honor”) etc. on the Military Intelligence Service. Discuss the use of different media/genre to reflect opinions and perspectives. Groups prepare matrices of the documents and the different perspectives contained in them.
	Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.	The student: Analyzes (categorize, infer and conclude) the factors (social, economic, political, environmental, etc.) that influenced the writer’s point of view.	Written Conversation: Individuals respond in writing to each other’s written explanations.	Give mini-lesson on forming a hypothesis. Based on the writings, documents, etc., individuals form hypotheses on the social, political, economic factors, etc. that affected each author. Students seek to validate hypotheses with internet research, etc.
	Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.	The student: Points out the strengths and weaknesses of each writer’s interpretation.	In groups, students Round Robin, taking turns presenting one point from their T-Chart.	T-Chart: Individuals create a T-Chart on the strengths and weaknesses of the interpretation by the author they researched. Criteria to be used are accuracy, authenticity, bias, consistency, etc. Students give reasons for rating.
	Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.	The student: Constructs an opinion on the worth or value of the interpretation based on the writer’s point of view and the strengths and weaknesses of the arguments.	Students present and record conclusions. Students write individual evaluations of the writers’ perspectives in a journal, based on the author’s point of view and the strength or weakness of the arguments they advance.	Based on T-Chart, students evaluate the interpretations of the Military Intelligence Service by the person/group they investigated.

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Limited Resources and Choice: Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.

THE PRICE OF LOYALTY

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
7	Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society.	The student: Given the difficult decision that General Dahlqist had to make (whether or not to send the 442 nd to save the Lost Battalion) constructs a definition of choice and opportunity cost.	Jigsaw: Students within a group each read charts of other groups and teach their own group members the new information on the General Dahlqist’s, the 442 nd ’s and the U.S. army’s choices and opportunity costs.	Review and refine definition of choice and opportunity cost. Based on information from “A Tradition of Honor” and outside research (books, text sets, primary source documents, internet research, etc.), ask students to categorize and compare choices and opportunity costs for General Dahlqist, the 442 nd , and for the American army as a whole. Record on data retrieval charts.
	Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society.	The student: Gives examples of trade offs in school/home/larger community. The larger community, in this case, deals with trade offs in the military, or specifically, to this decision.	Students explain trade offs for General Dahlqist, the 442 nd , and for the American army as a whole. Hold class discussion to compare trade offs of the different stakeholders.	Remind students to use data from interviews (surviving members of the 442 nd , scholars, declassified military information, etc.), diaries, “A Tradition of Honor” or other sources on trade offs. Ask students to add this information to their data retrieval charts.
	Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society.	The student: Examines the different decisions that individuals/families/businesses make, e.g., prices, wages, investments. In this case, examine the different decisions that military leaders (General Dahlqist and other military decision makers), soldiers (the 442 nd) and others had to make, e.g. investments (time, money, human lives).	Small groups discuss and examine the different choices that the military makes regarding decisions of an economic nature.	Ask groups to compare data and look for differences in choices made by different military leaders or groups (battalions, companies, etc.) e.g., different ways the military uses their time, money, and personnel (soldiers, etc.). Ask students to add this new information to charts.
	Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society.	The student: Explains how the military (General Dahlqist, other military decision makers, the 442 nd and others) weigh(ed) costs/benefits associated with alternative choices.	Small groups discuss how different the individuals/groups in the military weigh(ed) costs/benefits and alternative choices for themselves.	Hold class brainstorm on how different individuals and groups in the military have different needs and values and how they evaluate costs and benefits in ways specific to them. Remind students to use data from interviews and guest speakers for specific examples that addresses this inquiry.
	Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society.	The student: Explains how General Dahlqist and other military decision makers, soldiers (the 442 nd) and others have differing values, interests and abilities and how these affect their choices.	Students write a brief summary of findings related to values and interests of different military individuals/ groups. * To tie this together, students could debate the choice and opportunity costs specifically related to General Dahlqist’s decision to order the 442 nd in to rescue the Lost Battalion or the decision by the 442 nd of whether or not to follow orders in the face of almost certain catastrophic casualties. To meet this standard, all performance indicators must be in the students’ work.	Review how values and beliefs affect people’s behaviors and decisions. Remind students to use data from interviews and guest speakers to explain how the choices people in the military make are affected by their different values, beliefs, abilities and personal convictions.

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World in Spatial Terms: Students use geographic representations to organize, analyze information on people, places and environments.

THE ASSAULT ON THE GOTHIC LINE

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
8	Use tools and methods of geographers to construct, interpret and evaluate qualitative and quantitative data.	The student: Selects and shows useful geographic data from a variety of sources on the attack on Germany’s Gothic Line.	Gallery Walk: Students display their particular geographic information dealing with the attack on the Gothic Line. Students “tour” the displays and return to discuss their findings. Individuals write a synopsis of the findings on each of the displays.	Provide text sets from a variety of both primary and secondary sources for students on the decision to have the 442nd lead the attack Germany’s Gothic Line. Ask students to create a historical inquiry that examines the viability of the plan to have the 442 nd attack Germany’s Gothic Line. (This inquiry must take focus on the geographic decisions that had to be made when deciding to attack the Gothic Line). Groups examine the region and the proposed mission to discover the kinds of geographic data the military had to analyze in order to make correct decisions regarding the attack, e.g. lay of the land, amount of daylight and darkness, nearby towns or other groups of civilians, weather, natural barriers (e.g. water, forests etc.) and other geographic data pertinent to the decision. Groups focus on different aspects of the geographic data and include maps with useful geographic information from these sources to help illustrate information.
	Use tools and methods of geographers to construct, interpret and evaluate qualitative and quantitative data.	The student: Analyzes information (e.g., draws inferences and identifies trends and patterns, proposes relationships and draws conclusions) on the geographic information gathered on this particular region of Germany.	Individuals or pairs give presentation that includes an analysis of research that draws inferences, identifies trends and patterns, proposes relationships, and draws conclusions on their area of study.	Pairs again draw maps, focusing on their particular area of study, and collect data to support analysis. Help students analyze this information to determine the viability of the decision to attack Germany’s Gothic Line.
	Use tools and methods of geographers to construct, interpret and evaluate qualitative and quantitative data.	The student: Formulates valid generalizations based on the geographic inquiry e.g. Was the plan to attack Germany’s Gothic Line a viable one in light of the geographic data collected on this region?	Individuals or pairs advance (in either oral or written form) generalizations about the viability of the attack on Germany’s Gothic Line. Generalizations must be supported with facts from research and presentations. * To tie this together, groups put together a “battle plan” for the assault, written from the perspective of an Allied Forces military leader. Evidence of all indicators needs to be present in the work.	From the analysis, ask individuals or groups to make a generalization that addresses the historical inquiry. Generalizations must be supported by facts.

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Historical Inquiry: Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”

THE LIBERATORS AND THE VICTIMS: THE GREAT IRONY

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
9	Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of sources.	The student: Given the topic “Japanese American internment (incarceration) camps vs. Nazi concentration camps,” documents and justifies the appropriateness and significance of the selected information to the topic.	Groups set up information kiosk on sources collected. Each member must validate the sources for authenticity, authority, etc. Status of the Class: Groups share their information on charts on daily basis or their regularly scheduled times.	* May be used in combination with, or as an extension of “The Camps” (Human Systems standard). Teacher collects, and students review, skim and scan text sets on Japanese internment (incarceration) camps and on Nazi concentration camps. Divide class into two groups. One group will study the American camps in depth; the other will study the Nazi camps in depth, though both groups will be responsible for knowing the information for both camps. Ask students to create a historical inquiry that has to do with either the American Camps or the Nazi Camps. Give a mini-lesson on choosing appropriate and significant information.
	Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of sources.	The student: Documents and justifies the selection of sources based on: authenticity, authority, consistency, completeness, bias, distortion, etc.	Within their groups, individuals share rate sheets that assess sources based on authenticity, authority, consistency, completeness, bias, distortion, etc. Students justify rating to other group members and to teacher.	Devise rating sheets with students that assess sources based on authenticity, authority, consistency, completeness, bias, distortion, etc. Model how to use rating sheets.
	Use appropriate evidence gathered from historical research in written, oral, visual, or dramatic presentations.	The student: Presents a historical interpretation or analysis of key people/event/ideas to address the historical inquiry.	Groups present (oral, display, PowerPoint, etc.) their information to the class. * As an extended activity, after presentations, ask students to write a reflective essay regarding the statement that “. . .One of the greatest ironies of WW II happened in Dachau when members of a persecuted minority, the Japanese Americans, many of whose families were still interned in the United States reaching out to help members of another persecuted minority, the Jewish people of Europe.”	Ask students to sort information to make connections, e.g., sequencing, classifying or clustering information, recognizing similarities and differences, identifying relationships and patterns, making predictions or inferences, developing generalizations, clarifying meanings, discussing ideas, synthesizing findings and drawing conclusions. After research, help students to put together a presentation with oral, visual, and written components which includes an analysis of the key people/events/ideas of their inquiry.

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“LITTLE BOY” AND “FAT MAN”

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
10	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Identifies the historical period of the atomic bombing on Japan, looks at the issues surrounding the bombing, and examines current debates on the use of weapons of mass destruction (WMD).	One group of students identifies the historical period the bombs were dropped on Hiroshima and Nagasaki, and gives a summary of the debates surrounding the decision to drop the bombs, while the other group summarizes the debates over the use (or non-use) of more sophisticated weaponry in modern warfare. Both groups are responsible for knowing all material.	KWL: Individuals write what they already know about the dropping of the atomic bombs in Japan at the end of WWII. Provide students with text sets of primary and secondary sources on the bombing. Give mini-lecture on the events of the WWII that led to the bombing. ATOH material from this video can be used to give background information on the war as well as on the end of the war. Brainstorm with students on contemporary issues like using weapons of mass destruction, chemical and biological warfare etc. Form groups to research and discuss the contemporary issues. Provide newspapers, newsmagazines, news clips, etc. to help students with their research and discussion.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Describes the factors that influenced President Truman in his decision to use the atomic bombs on Nagasaki and Hiroshima	In a presentation, groups describe the factors that influenced the Truman administration to take such an action. Students post graphic organizers as part of presentation.	From their research, ask groups to identify and discuss the factors that led to the Truman administration’s decision to drop the atomic bombs. Direct students to look for the reasons overtly given by Truman as well as reasons that may not have been articulated, but are supported with evidence and historical research.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Evaluates that decision based on the political, social or economic decisions of the historical era. For example, ethics, legality, practical costs, effectiveness.	Students write an evaluation of the action the Truman administration took, based on the political, social, and economic factors of the period. Panel discussion on same topic can follow.	Help students identify the political, social or economic conditions of the period by providing them with a graphic organizer and modeling how this can be done. Groups discuss, debate, and analyze the factors that led the Truman administration to take this action.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Identifies the factors that influence decision making on the current issue of the use of WMD in contemporary warfare.	In a presentation, groups describe the factors that influence present day decision makers to take (or not take) such actions.	Following the same process of identifying factors, groups will identify the factors that influence present day decision makers with regard to the use of WMD.
	Apply knowledge of historical periods to assess contemporary issues and decision making.	The student: Evaluates the contemporary issue/decision under study.	Students write an evaluation of the actions of present day decision makers based on the political, social, or economic factors of today. *To tie this together, students debate the statement: Resolved: The United States federal government should establish a foreign policy significantly limiting the use of weapons of mass destruction. All indicators must be evident in the response to meet this standard.	Review the use of graphic organizers to help students identify contemporary political, social, or economic factors that influence the decision makers of today.

HCPS II: A Social Studies Based Guide for “A Tradition of Honor”

Cultural Dynamics/Change and Continuity: Students understand culture as dynamic, selective, adaptive, and ever changing.

“LEST WE FORGET”

Video Section	Benchmark	Performance Indicators	Sample Assessment	Sample Teaching Strategy
11	Evaluate the impact of cultural change on individuals, groups, and issues.	The student: Selects an individual, group (Japanese Americans) or issue (the idea of the Yellow Peril, their status within the military etc.) that has been impacted by cultural change.	Students identify their group of Japanese Americans and explain how they have been affected by change.	In groups, students look at the time of World War II when fear led to persecution of Japanese Americans. In groups ask students to choose a certain group of Japanese Americans (e.g. internees, soldiers, Hawaii residents etc.) that have been impacted by cultural change from that time to the present. * “A Tradition of Honor” material can be used to help students choose a group of Japanese Americans.
	Evaluate the impact of cultural change on individuals, groups, and issues.	The student: Determines the impact or extent of change on the group/issue.	Students post interview results and discuss the impact of change on the group. Whole class discusses the impacts of the various groups.	Ask students to conduct interviews of people in their chosen groups on how the change in attitude toward Japanese Americans has affected them. Make connections to “A Tradition of Honor” for attitudes of internees, 442 nd etc.
	Demonstrate an understanding of the relationships among culture, cultural change, and individuals, groups or issues.	The student: Explains how the changes have affected Japanese Americans as a whole and how the changes have affected specific individuals, groups or issues within the Japanese American community.	Students write a short essay on the group they studied and how it and the individuals in it were/are affected by change. To bring this standard to closure, students could present these stories at a cultural “conference.” How would they design a memorial for the situation they researched? What would they write on the memorial and where would they place it?	In groups, ask students to discuss the interview results, brainstorm relationships among cultural change and Japanese Americans as a whole and to specific individuals, groups or issues. e.g., How did Japanese American soldiers, once viewed with extreme skepticism over proclaimed loyalty to the United States, come to be honored with the Go For Broke Monument? Use “A Tradition of Honor” to help students see the process.