Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

High school project packets are available for the following courses:

- English 1
- Algebra
- Biology
- US History
- English 2
- Geometry
- Chemistry
- World Studies
- English 3
- Algebra 2
- Physics
- Civics
- English 4

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage you in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

Use the table of contents on this page to navigate through the project packet.

**HS World History Project: Should Safety Outweigh Freedom?**
## HS World History Project: Should Safety Outweigh Freedom?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>~225 minutes of project time for each course</th>
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**Grade Level Standard(s)**

<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.IS.1.9-12</td>
<td>Address essential questions that reflect an enduring issue in the field.</td>
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<tr>
<td>SS.IS.3.9-12</td>
<td>Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.</td>
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<tr>
<td>SS.IS.4.9-12</td>
<td>Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.</td>
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<tr>
<td>SS.IS.5.9-12</td>
<td>Identify evidence that draws information from multiple sources to revise or strengthen claims.</td>
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<tr>
<td>SS.IS.6.9-12</td>
<td>Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.</td>
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<tr>
<td>SS.IS.7.9-12</td>
<td>Articulate explanations and arguments to a targeted audience in diverse settings.</td>
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**Caregiver Support Option**

- You can create time for your student to engage with this material, as well as how to break it up into smaller parts. You can serve as an interviewee for your young person. You can go over the documents and engage in the activities with your student.

**Materials Needed**

1. Project Packet with source material and questions included.
2. Writing utensils and notebook to complete the activities in the project. Use your own notebook or computer to create digital documents (Microsoft Word or Google Docs).

**Question to Explore**

- Should safety outweigh freedom?

**Student Directions**

- See below for step-by-step directions. Do all work on your own paper.

### Activity 1: Unpack the Essential Question

Please respond to each of the following prompts in your notebook or on a separate sheet of paper. You will use these initial reflections as a foundation for your investigation, and may refine how you reflect on these questions over time. Remember: you can always refine and update these terms as you engage in your investigation.

- **A. Defining our terms:**
  - a. In your own words, please define safety.
  - b. In your own words, please define freedom.

- **B. Interview three or more family or community members by phone, email, or social media.**
  - Focus on different ages if possible.
  - a. Use the questions below and write down the responses to each question in your notebook or on a separate sheet of paper. You can also consider making a [google search](https://www.google.com)
form to document responses and expand your research by sending a survey to many people.

i. What does freedom mean to you? Where/when do you feel most free?
ii. What things, people or places help you feel safe? Why?
iii. Has your freedom ever been compromised by your safety? Please explain.
iv. Has your safety ever been compromised by your freedom? Please explain.
v. Do you think across the globe safety or freedom is prioritized more? What about in America? In Chicago?

b. Reflect on the three (or more) interviews you conducted by writing responses in your notebook or on a separate sheet of paper to the following questions:
   i. What resonated most with you about the responses in your interviews? Cite 3 examples.
   ii. What patterns (if any) did you notice in your interviews about your interviewees feelings of safety? Of freedom?
   iii. What additional questions did your interviews raise for you about our question for exploration? Write them in your journal.

Activity 2: Document Analysis World War Two- In this activity and series of steps, you will investigate our question for exploration “Should safety outweigh freedom?” by analyzing primary and secondary sources from the internment of Japanese Americans during World War II.

Step 1: Read and annotate each source below. Underline or highlight important aspects that you think are important towards understanding the limitations of personal rights during World War II.

Step 2: For each document, please answer the following questions on a separate sheet of paper or in your notebook.

- Sourcing of the Document in Your Own Words (Do not Source the timeline document)
  - Who wrote this document?
  - When was this document written?
  - What is the author’s perspective?
  - Why was it written?

- Close Reading of the Document in Your Own Words (You do not need to do this for the timeline)
  - According to the document, how were the rights of Japanese Americans limited during World War II? Include at least one piece of evidence to support your answer.

- Connection Between the source and the Question for Exploration
  - How do you see freedom reflected in this document? Include at least one piece of evidence to support your answer.
  - How do you see safety reflected in this document? Include at least one piece of evidence to support your answer.
Japanese American Incarceration Timeline

1853-54 U.S. Commodore Matthew Perry sailed gunships into Tokyo Bay and demanded Japan’s government end its centuries-old isolationist foreign policy, throwing Japan into political, and later, economic turmoil.

1880s Laws excluding Chinese immigrants from the U.S. were enacted, causing a labor shortage in Western states. Railroad companies recruited Japanese laborers, and a wave of Japanese immigration to the U.S. began.

1898 The U.S. annexed Hawaii, which had a large Japanese population.

1906 San Francisco passed a resolution that required all Japanese and Korean students to join Chinese students at a segregated school.

1907 The U.S. agreed not to restrict Japanese immigration, and Japan agreed to stop further emigration to the U.S. through the Gentlemen’s Agreement.

1913 California passed the Alien Land Law, forbidding “all aliens ineligible for citizenship” from owning land. Though the law affected all Asian immigrants, it was mostly directed at Japanese.

1924 Congress passed the Immigration Act of 1924, effectively ending Japanese immigration to the U.S.

11/7/1941 Munson Report released (Document B).

12/7/1941 Japan bombed the U.S. Pearl Harbor military base in Hawaii.

2/19/1942 President Roosevelt signed Executive Order 9066, authorizing military authorities to exclude civilians from any area without trial or hearing.

12/18/1944 The Supreme Court upheld the constitutionality of Executive Order 9066 in Korematsu v. United States (Document D).

3/20/1946 The last War Relocation Authority facility, the Tule Lake Segregation Center, closed.

Late 1960s The Asian American Movement began.

Late 1970s Japanese American activists started the Redress Movement to get compensation and an apology from the U.S. government for the mass removal and incarceration of Japanese Americans during World War II.


8/10/1988 President Ronald Reagan signed HR 442 into law. It acknowledged that the incarceration of more than 110,000 individuals of Japanese descent was unjust and offered an apology and reparation payments of $20,000 to each person incarcerated.

Source: Stanford History Education Group
Document 2: The Munson Report

Source Note: In 1941 President Roosevelt ordered the State Department to investigate the loyalty of Japanese Americans. Special Representative of the State Department Curtis B. Munson carried out the investigation in October and November of 1941. The product of this investigation became known as the “Munson Report,” and it was presented to President Roosevelt on November 7, 1941. The excerpt below is from the 25-page report.

There is no Japanese ‘problem’ on the Coast. There will be no armed uprising of Japanese. There will undoubtedly be some sabotage financed by Japan and executed largely by imported agents. . . . In each Naval District there are about 250 to 300 suspects under surveillance. It is easy to get on the suspect list, merely a speech in favor of Japan at some banquet being sufficient to land one there. The Intelligence Services are generous with the title of suspect and are taking no chances. Privately, they believe that only 50 or 60 in each district can be classed as really dangerous. The Japanese are hampered as saboteurs because of their easily recognized physical appearance. It will be hard for them to get near anything to blow up if it is guarded. There is far more danger from Communists and people of the Bridges type on the Coast than there is from Japanese. The Japanese here is almost exclusively a farmer, a fisherman or a small businessman. He has no entree to plants or intricate machinery.

Source: The Munson Report, delivered to President Roosevelt by Special Representative of the State Department Curtis B. Munson, November 7, 1941.

Vocabulary:
- Saboteurs: a person who deliberately destroys something to gain a military advantage
- Bridges type: a reference to Harry Bridges, a leader of the International Longshore and Warehouse Union
- Entree: access
- Intricate: complicated

Document 3: The Korematsu Supreme Court Ruling

Source Note: In 1944, Fred Korematsu, a Japanese American convicted of evading incarceration, brought his case to the Supreme Court. In a controversial ruling, the Court decided that national security outweighed Korematsu’s individual rights and upheld the constitutionality of Executive Order 9066. The excerpt below is from the Court’s majority opinion written by Chief Justice Hugo Black.

We uphold the exclusion order. . . . In doing so, we are not unmindful of the hardships imposed by it upon a large group of American citizens. . . . But hardships are part of war, and war is an aggregation
of hardships. All citizens alike, both in and out of uniform, feel the impact of war in greater or lesser measure. Citizenship has its responsibilities, as well as its privileges, and, in time of war, the burden is always heavier. Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direct emergency and peril, is inconsistent with our basic governmental institutions. But when, under conditions of modern warfare, our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger. . . . To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the . . . military authorities feared an invasion of our West Coast and . . . because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and, finally, because Congress . . . determined that our military leaders should have the power to do just this.

Source: Chief Justice Hugo Black, Korematsu v. United States, 1944.

Vocabulary
- Aggregation: sum
- Compulsory: mandatory
- Commensurate: in proportion
**Document 4: Personal Justice Denied**

Source Note: In 1980, Congress established the Commission on Wartime Relocation and Internment of Civilians to investigate the detention program and the constitutionality of Executive Order 9066. The Commission released its report Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians, on February 24, 1983. The passage below is an excerpt from this report.

The Commission held 20 days of hearings in cities across the country, particularly on the West Coast, hearing testimony from more than 750 witnesses: evacuees, former government officials, public figures, interested citizens, and historians and other professionals who have studied the subjects of Commission inquiry. An extensive effort was made to locate and to review the records of government action and to analyze other sources of information including contemporary writings, personal accounts and historical analyses. . . . Executive Order 9066 was not justified by military necessity, and the decisions that followed from it—exclusion, detention, the ending of detention and the ending of exclusion—were not founded upon military conditions. The broad historical causes that shaped these decisions were race prejudice, war hysteria and a failure of political leadership. Widespread ignorance about Americans of Japanese descent contributed to a policy conceived in haste and executed in an atmosphere of fear and anger at Japan. A grave personal injustice was done to the American citizens and resident aliens of Japanese ancestry who, without individual review or any probative evidence against them, were excluded, removed and detained by the United States during World War II.

**Source:** Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians, February 24, 1983.

**Activity 4: Communicating Conclusions:** Based on what you’ve learned, construct an evidence-based argument using multiple sources to answer the question for exploration “**Should safety outweigh freedom?**” using specific claims, relevant evidence, and acknowledging competing views. Cite at least 3 specific examples from the sources you investigated in your argument, and highlight the context for those examples. Your arguments could take a variety of forms, including an essay, an infographic, a poster, a speech or some other medium.

**Extension:**
- Identify a policy at your school that embodies the relationship between safety v. freedom.
  Draft a memo to your school leadership for how to refine that policy to embody more of the arguments you made in your "communicating conclusions" product above.

**Activity 5: Reflection:** Return to the original definitions you developed for freedom and for safety (activity 1A). Has your thinking changed at all since you drafted since you began your inquiry? If so, how has your thinking evolved and why? If not, how were your original definitions affirmed by this inquiry?