

Advanced-Level Activity

Learning Objectives

Students will be able to

- research and construct a timeline to contextualize Dorothy Lange's *Pledge of Allegiance* within the history of the struggle of African Americans, Native Americans, Asian Americans, and Hispanic Americans for equal opportunity;
- create a thirty-second radio or video public service announcement (PSA) for middle school students.

Materials

- Reproduction of *Pledge of Allegiance, Rafael Weill Elementary School, San Francisco* by Dorothea Lange
- Reproduction of *Display of Flag and Japanese Family Photographs* by Dorothea Lange
- Background Information and Questions for Teaching about the photographs
- Copies of the article "S.F. Clear of All But 6 Sick Japs," published in the *San Francisco Chronicle* on May 21, 1942, and available on the Virtual Museum of the City of San Francisco Web site (www.sfmuseum.org/hist8/evac19.html)
- PowerPoint software (optional)
- Student Handout: *The Japanese in California*
- Student Handout: *Civil and Human Rights Violations in Our Times*
- Three or more examples of PSAs prerecorded from TV or radio or viewed on or downloaded from the Teaching Tolerance Web site (www.tolerance.org/about/psa/05-2002/)
- Video camera
- Tripod
- Microphone
- Clip light
- Digital recording equipment or tape recorder with audiocassettes

Lesson Steps

1. Refer to Background Information about Dorothea Lange's photographs and grade-appropriate discussion questions in steps 1–5 of the Intermediate-Level Activity.
2. Divide the class into four groups. Each group will create a timeline for an assigned minority population—African Americans, Native Americans, Asian Americans, and Hispanic Americans—that has struggled for equal opportunity. You may wish to give students the option of creating the timeline in a PowerPoint presentation or on poster board. Students' timelines should include ten to fifteen important events that impacted the history of each population and should contextualize *Pledge of Allegiance* within these events. Instruct students to search for images online that relate to key events and include them in their timeline. Instruct students to conduct research online or in the library. The following resources may be helpful:
 - "Civil Liberties and National Security Timeline" on the PBS Web site *Now* (www.pbs.org/now/politics/timeline.html)
 - "WWII Internment Timeline" on the Children of the Camps Project Web site (www.children-of-the-camps.org/history/timeline.html)

HISTORICAL WITNESS

★ SOCIAL MESSAGING ★

- "Latino Civil Rights Timeline, 1903 to present" on the Teaching Tolerance Web site (www.tolerance.org/teach/activities/activity.jsp?ar=708)
 - "Timeline: Civil Rights Era (1954–1971)" on the PBS Web site *African American World* (www.pbs.org/wnet/aaworld/timeline/civil_01.html)
 - "Timeline of Indian Activism" on the PBS Web site *Alcatraz Is Not an Island* (www.pbs.org/itvs/alcatrazisnotanisland/timeline.html)
 - "History + Culture" on the National Park Service Manzanar Web site (www.nps.gov/manz/historyculture/index.htm)
 - *Fighting for Tomorrow* on the Japanese American National Museum Web site (www.janm.org/exhibitions/fft/m/frame3.htm)
 - "Asian American History Timeline" on the Ancestors in the Americas Web site (www.cetel.org/timeline.html)
 - Timeline on the PBS Web site *New Perspectives on the West* (www.pbs.org/weta/thewest/events/)
 - Student Handout: *The Japanese in California*
3. Ask each group to share its timeline with the rest of the class and discuss how and why civil society has provided opportunities for some populations and not for others over time. Discuss how the interpretation of *Pledge of Allegiance* has changed from the time it was made to today. How do students think both of Lange's photographs would have been received in 1942 versus today?
 4. Divide the class into four new groups. Each group will conduct research in order to create a public service announcement (PSA) for a group whose civil rights are being infringed upon. You may want to direct your students to use online or print news sources to conduct research. Possible topics could include recent instances of **racial profiling**, **deportations**, and hate crimes. Distribute the worksheet *Civil and Human Rights Violations in Our Times*. Have students identify organizations or institutions that are organizing on behalf of affected communities and find a specific campaign or action that needs more support.
 5. Explain to students that they will work in groups to create a thirty-second radio or video PSA for middle school students. As a class, view three or more examples of PSAs from TV, radio, or online at the Teaching Tolerance Web site (www.tolerance.org/about/psa/05-2002/). Discuss the elements and persuasive strategies used in the PSAs. Explain to your students that a thirty-second PSA should include a maximum of seventy-five words and must communicate clearly to a middle school audience. For information on how to create a PSA, view "Preparing Public Service Announcements" on The Community Tool Box Web site (ctb.ku.edu/tools/en/sub_section_main_1065.htm). You may wish to encourage students to provide additional copies of their PSAs to the organizations they identify and/or to public TV and radio stations.

Assessment

Assess students on their ability to work in groups to create timelines and to research and create a PSA geared to a middle school audience.



Extensions

Continue discussing the Manzanar site by viewing the 1995 photograph *Apple Orchard, Manzanar Japanese-American Relocation Camp, Owens Valley, California* by Virginia Beahan and Laura McPhee (see Related Works of Art). Lead a discussion of the photograph using the following questions:

- What do you see?
- Describe the objects in the foreground. What does the condition of the objects tell you about the place?
- What else can you imagine about this place based on the details included in the photograph?
- What does the title tell you about this landscape?

Explain that Manzanar—named after the Spanish word for “apple orchard”—has a long history of conflict, displacement, and forced relocation, and provide the following background information:

Native Americans populated the Owens Valley almost ten thousand years ago. About fifteen hundred years ago the Paiute established agricultural settlements there. Following the discovery of gold in California in 1849, many miners set up camps on Indian and Mexican-held land, destroying crops and forcing out some of the original landowners. The Owens Valley Indian War of 1861–63 resulted in the displacement of one-third of the Native American population. During the 1860s the Paiute were relocated from Manzanar by the U.S. military to allow miners and ranchers to homestead the land. Nearly 1,000 Paiute were forced to walk at gunpoint in desert temperatures to Fort Tejon, located about 180 miles to the southwest. Many of the Paiute population later returned to the Owens Valley and worked on ranches.

The Los Angeles Department of Water and Power began acquiring water rights in the valley in 1905. By 1929 Los Angeles owned all of Manzanar’s land and water rights. The populations who lived there abandoned the area. In 1937 the Lone Pine Paiute-Shoshone Reservation was established through a land exchange between the U.S. Department of the Interior and the City of Los Angeles. In 1942 the U.S. Army leased 6,200 acres at Manzanar from Los Angeles to establish a center to hold Japanese Americans during World War II. At the present time the Lone Pine Paiute-Shoshone Reservation has a population of approximately 350 residents and consists of only 237.4 acres.