

## Literacy and the Law, Unit 2: Journey to Topaz

### GRASPS

	<b>GRASPS</b>
<b>Goal</b>	To use facts in the Korematsu case and apply them to the law to determine the implications of justice and democratic principles.
<b>Role</b>	Attorneys of the defense team (United States), and/or attorneys representing the plaintiff, (Fred Korematsu)
<b>Audience</b>	The public, press, interested family members
<b>Situation</b>	Following the bombing of Pearl Harbor, Franklin Roosevelt issued Executive Order 9066, which forced the Japanese American population of the western United States into incarceration camps. As students in 1944, this class will perform their own research and moot trial of the internment as it relates to the 5 <sup>th</sup> Amendment of the Constitution.
<b>Performance</b>	Attorneys will write arguments presenting their side of the case. They will acknowledge counterclaims and convince the Supreme Court Justices that these opposing claims are incorrect. Three scenes may be enacted as a performance piece following the study.
<b>Standards for Success</b>	Arguments on both sides will be presented with details and facts that support claims and use the vocabulary of the case. Counterclaims will be argued against with details and strong and persuasive reasoning. Supreme Court Justices will ask questions, and/or comment on claims that address both the defense and the prosecution directly relating to Constitutional law.