Character Based Literacy Program Lesson Plan *Farewell to Manzanar*, Introduction

Background

Farewell to Manzanar by Jeanne Wakatsuki and James Houston is a true story of a seven-year-old girl who was uprooted from her family and home during WWII and placed in an internment camp with 10,000 other Japanese Americans. Although the camp had barbwire fences, searchlights, and guard towers, it also had schools, Boy and Girl Scouts, camping trips, and clubs.

This is a true story of a Japanese American girl caught between two worlds and imprisoned for doing nothing wrong.

Resources

Manzanar National Monument
http://www.nps.gov/manz/
Visit this link for resources and primary sources

The fishermen of Manzanar—an account of the human experiences while in camp.
http://www.fearnotrout.com/
http://www.bookrags.com/news/the-fishermen-of-manzanar-moc/

Timeline

This should incorporate three specific time influences.

- Using butcher paper horizontally measure the paper in thirds.
- The top portion should be a timeline that follows Japanese-Americans in U.S. History from 1860-1955.
- The Middle portion should be your timeline of the book.
- The bottom portion should be a timeline that follows Japanese in world history from 1860-1955.

Activities

Look in your city or at your local university for a Japanese Garden to take your students on for a tour.
A virtual tour and educational resources can be found at:
http://www.csulb.edu/~jgarden/

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Additional reading support

- *Legends from Camp,*
  poems by Lawson Fusao Inada
- *Sleep in the Mojave Desert*, poem by Sylvia Plath
- *I Remember Pearl Harbor: Dealing the "Problem Race"*,
  essay by Charles Shiro Inouye
- *Wilshire Bus*, short story by Hisaye Yamamoto
- *Trains at Night*, short story by Alberto Alvaro Rios
- *Visiting Home*, poem by Kevin Young
- from *Unto the Sons*, memoir by Gay Talese
- *Lectures on How You Never Lived Back Home*,
  short story by M. Evelina Galang

Possible community exploration project

Farewell to Manzanar is a true story of a girl and her family that were imprisoned for being Japanese American's during WWII. They were put in prison for their race. In many ways this is the ultimate injustice.

As an extra class project have students prepare to explore their community.

1. As a class define "Social Justice"
2. Have students explore their community for things they feel are unjust. Is there a group of people in the community that are being treated unfairly? What about a population of people here whose homeland is affected by terror, war, or famine etc.
3. Have students report their findings.
4. Community Action: Once students have reported their findings have them think of ways they can take action to help their community. This can be in the form of a letter writing campaign, phone calls, collection, or community service. It can be as big or as small as you want to make it.
5. Make sure the students lead this community exploration.
6. Have them journal their findings, their solution, and their experience taking action.

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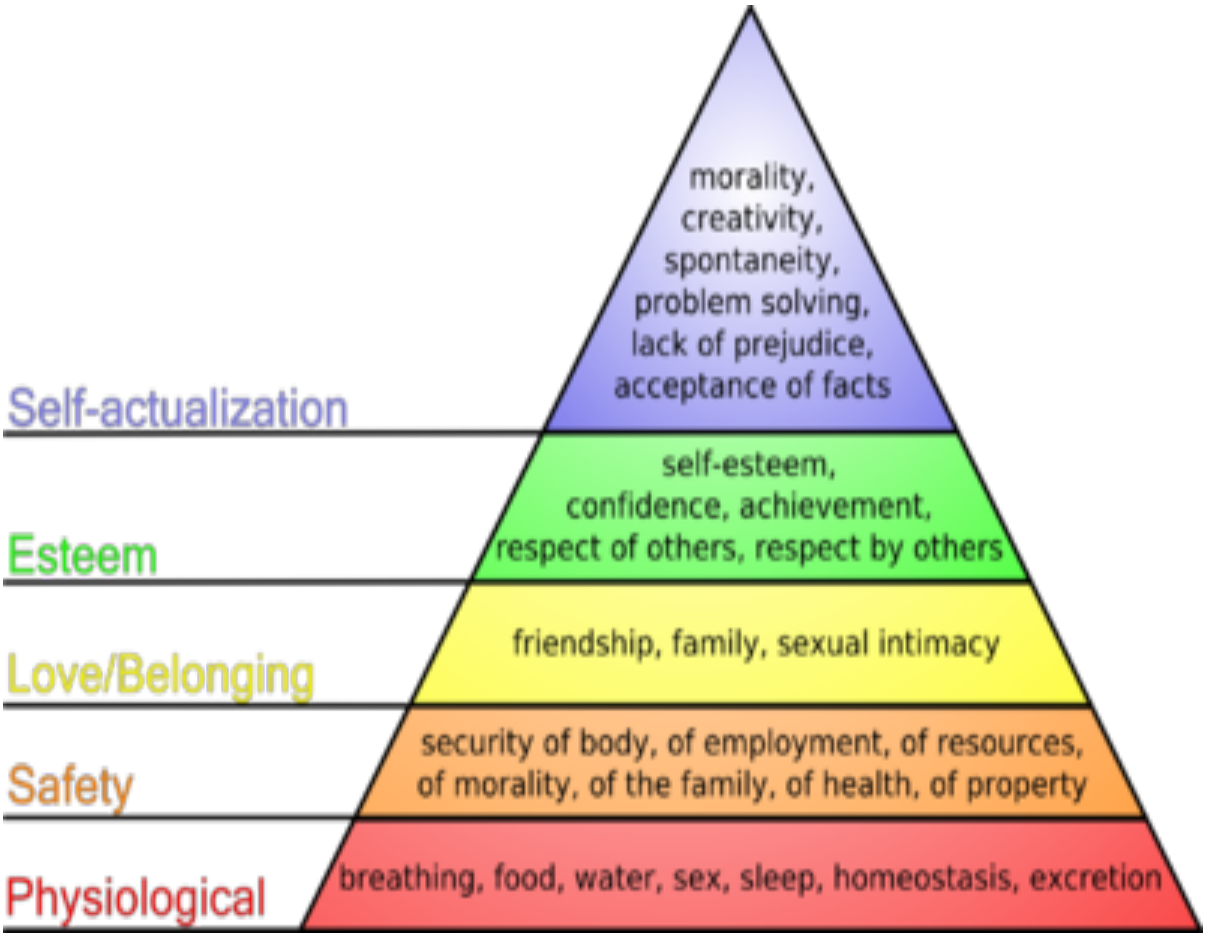
Self-actualization
morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
Esteem
self-esteem, confidence, achievement, respect of others, respect by others
Love/Belonging
friendship, family, sexual intimacy
Safety
security of body, of employment, of resources, of morality, of the family, of health, of property
Physiological
breathing, food, water, sex, sleep, homeostasis, excretion

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Rhetorical devices worksheets with student snapshots

As the final assignment for this book is to be a argument essay, please review with your students 9 rhetorical devices found on the sheet entitled **"Rhetorical Devices Scavenger Hunt."**

Over the next four weeks, students will write upwards of 15 journal entries or snapshots. The entries will be designed to allow students to use each of the devices at least once.

After writing, it is suggested that students catalogue their journal entries on the "Rhetorical Devices Worksheet" provided. Throughout the three-week-period, have students label their journal entries, Week # ___, (Day of Week). Have them write this same information in the box on the worksheet that corresponds with the correct device used in the journal entry. By the end of the book, some boxes will contain references to several journal entries, and others should contain at least one. The cataloguing of entries will allow students to begin to identify different devices and will serve as a guide when deciding which devices they ought to use to make the best argument when it comes time to write their final essays.

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Rhetorical Devices Scavenger Hunt [W2.4 # 2-9]

Thesis: One clean, clear, concise, precise sentence.

Evidence A fact, statistic, result of research, or result of data gathering that supports your thesis. Evidence is evident: more than one person can observe it.	**Anecdote** A story or short account of a humorous or interesting incident that supports your thesis. The story might or might not be true, but it must be interesting and make your point.	**Quotation** Something someone said or wrote that supports your thesis. Who said or wrote the quotation might or might not matter, but it must be well said and make your point.
Commonly Accepted Belief Common sense, or what almost everybody knows or believes, that supports your thesis. It may be the truth or may just pass for truth: history, geography, culture, religion, economics and politics condition commonly accepted beliefs.	**Expert Opinion** An opinion from someone or some group that supports your thesis, and is from someone who would know a lot about it and be believable. This means he, she or they have the knowledge, training or experience to have credibility in the area of your thesis.	**Law** A statement from code law or an opinion from case law that supports your thesis. It must be directly relevant and from a legislature or court with jurisdiction in the area where it is applied [both the region and the topic].
Appeal to Logic A statement or question that makes sense, or follows from, previous information to support your thesis. It must follow the rules of logic and not be a logical fallacy.	**Appeal to Emotion** A statement or question that provokes one or more emotion and results in the reader or hearer being more receptive to your thesis.	**Agreements** A statement that constitutes an agreement between persons or within a larger group, professional association, or other body, and supports your thesis.

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Rhetorical Devices Scavenger Hunt Worksheet [W2.4 # 2-9]

Thesis: One clean, clear, concise, precise sentence.

Evidence	**Anecdote**	**Quotation**
Commonly Accepted Belief	**Expert Opinion**	**Law**
Appeal to Logic	**Appeal to Emotion**	**Agreements**

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 1

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is "justice"?

Justice is the quality of being just and fair; it is the act of treating people fairly and equitably in the eyes of the court and in the realm of humanity.
It is the judgment involved in the determination of rights and the assignment of rewards and punishment;

A *judge* is a public official authorized to decide questions brought before a court of justice; the United States federal *Department of Justice* is responsible for enforcing federal laws (including the enforcement of all civil rights legislation); it was created in 1870.

In today's reading the fishermen left to go fishing. The woman and children would watch their boats disappear on the horizon. On this occasion they returned to the docks. Many of the men were arrested within a week or two for fear they were sympathizers after Pearl Harbor.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

emigration (xiii)	alien (xiii)	armada (5)	fedora (7)	arrogance (8)

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- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far
- Mention the setting and main character
- Point to each timeline item as you quickly review it

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. xi-9

Setting	Characters	Pages
Long Beach, CA	Jeanne, Papa, Mama, Bill, Woody, Chizu	ix-6
Terminal Island	FBI	7-9

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline
- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention:
- Jeanne, a 7-year-old girl, went to the docks to watch her father leave for a fishing voyage.
- Papa, a former military man, used his two sons (Bill and Woody) as his crew.
- Papa owned one boat and used percentages from his catch to pay off *The Nereid.*
- When the boats came back the women would go to the cannery and can the fish.
- The boats left but did not disappear.
- The boats started to return to the docks.
- A man from the cannery ran by shouting, "They just bombed Pearl Harbor!"
- That night Papa burned his Japanese flag and anything that gave him a connection with Japan.
- The FBI found Papa two weeks later and took him in for questioning.
- Papa went willingly—he had become a man with no country.
- Papa never returned to the family.

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6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of Southern Californian—Los Angeles Area. Use the map to follow the locations that Jeanne and her family visit before their deportation.

Create a chart of Japanese terms used in the book page xv.
Post the chart in the class and refer to it as needed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL
Create a KWL Chart of Pearl Harbor.

Cube a Biography
Using the novel and other websites on the Author Cube Jeanne Wakatsuki and James Houston. Use the information to complete the cube and answer the following questions:

Why did Jeanne write this story?
How do you think the author uses this novel for Justice?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Looking at the Chronology on page xiii why do you think the Japanese were discriminated against in the U.S. during 1969?
2. What is naturalization and how does it affect immigrants?
3. How did the attack on Pearl Harbor create anti-Japanese feelings?
4. What roles to women play in the Japanese society on Terminal Island?
5. Are those traditional women's roles?
6. Is it ironic that the families on the dock do not know what Pearl Harbor is? Why?
7. *"That night Papa burned the flag he had brought with him from Hiroshima thirty five years earlier." Page 6* What is the significance of papa burning the flag?
8. Papa does all he can to keep his dignity.
9. If you were in this situation what would you do to maintain your dignity?

9. Analyze Analyze the key paragraph.

Key Passage, page before Part I

"It is sobering to recall that though the Japanese relocation program, carried through at such incalculable cost in misery and tragedy, was justified on the ground that the Japanese were potentially disloyal, the record does not disclose a single case of Japanese disloyalty or sabotage during the whole war…" page before Part I.

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Explain this quotation by Henry Steele Commager in your own words. What assumption did the US government make about Japanese Americans in designing the relocation program? Do you agree or disagree with their assumptions?

Write an argument in which you agree or oppose the US Government's assumption/claim against the Japanese Americans. Introduce a precise claim distinguishing it from opposing viewpoints. Develop a claim and counterclaim fairly. Use at least on example from today's reading to help prove the assumption as true or false. Use words, phrases, and clauses to link major sections of the text. Establish and maintain formal style. Provide a concluding statement that follows form and supports the argument presented.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 2

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a cannery?

A cannery is a factory where food is processed and canned. In the novel the men fish and the women go to work canning it for various companies. As you read, think about the working conditions in a fish-canning factory?
You can see more on United Streaming
http://search.discoveryeducation.com/
Key word: Cannery

In today's reading mama and the sisters all had to go to work. For the first couple months after papa was arrested they worked at the canneries on Terminal Island. Each cannery had its own code and that is how they called the women to work.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Caucasian (11)	ghetto (11)	barracks (12)	minority (15)	pelted (18)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 10-22

Setting	Characters	Pages
Terminal Island	FBI	10-15
Boyle Heights	Jeanne, Kiyo, May	15-19
Owen's Valley	Bill, Tomi, Woody, Chizu	19-22

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- December 1941 Papa disappeared;
- The family lived in Ocean Park, a primarily white community;
- They had to move from the beach community to Terminal Island;
- This was the first time Jeanne lived with or around other Japanese;
- Jeanne's mother had to go to work after they moved;
- They left a nice home to move into barracks;
- Jeanne couldn't understand the other Japanese, they spoke a different dialect of Japanese;
- She was persecuted for not knowing the right Japanese;
- Terminal Island was cleared completely;
- The family had to sell their belongings so they could move. All their belongings were sold for very cheap prices;
- Mother broke her most valuable dishes;
- The family moved to Boyle Heights;
- Father had been moved to North Dakota;
- They are fearful of being interned;
- The family was sent to Owens Valley.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of Southern Californian—Los Angeles Area. Use the map to follow the locations that Jeanne and her family visit before their deportation.
Today: add Terminal Island, Long Beach Navy Yard, Boyle Heights, and Owens Valley.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create an Advertisement
Pretend you own the factory that cans the fish. Create an advertisement to hire new workers.

What kind of employees are you looking for?

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What will you pay them?
What qualities (character traits) do you want them to have?
What are the hours?
Where is it located?
What is your phone number?
Do you have a new hire policy? Background check?

What would you take? (part one)
You are moving to a new place: **The Owens Valley**. You are not given any more information and can only carry one suitcase. . . what would you take?
Make a list of items you would carry with you—10 items
Make a list of character traits you would need to have—5 traits

Make a suitcase from construction paper. Decorate it how you would like.
On the back left side write your list down.

Venn Diagram: Jeanne's Life
Create a Venn Diagram of Jeanne's life.
What was her life like before father's arrest?
What is it like now?
How is it similar?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What would you feel like if you could not understand your own race/culture?
2. What about the threats to Jeanne and her brother are the most threatening?
3. How does the house in Terminal Island compare to the family house in Ocean Park?
4. If you were Jeanne in a new school what would you do on your first day? Would you talk back to the girl or do nothing? Why?
5. Why does Mama try to keep their possessions?
6. After Mama meets with the dealer—she starts throwing the plates. Why does she react like this? How do you think she felt throwing and breaking her valuable plates?
7. What is the purpose of interning the Japanese?
8. Do you think that interning the Japanese was a punishment or for their protection? Why?
9. Jeanne yells out the bus when they arrive and the bus erupts in laughter, how does her innocent comment help relieve the tension on the bus?

9. Analyze Analyze the key paragraph.

Key Passage, p. 16

"This was the first time I had felt outright hostility from a Caucasian. Looking back it is easy enough to explain. Public attitudes toward the Japanese in California were shifting rapidly. In the first few months of the Pacific War, America was on the

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run. Tolerance had turned to distrust and irrational fear. The hundred-year-old tradition of anti-orientalism on the west coast soon resurfaced, more vicious than ever. Its result became clear about a month later, when we were told to make our third and final move."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jeanne returned to school in Boyle Heights. Her experience her first day at school was the first time she felt "different" and the victim of anti-orientalism.

Do you feel that educators and people who interact and work with the public should be more tolerant than others or is it acceptable for Jeanne's teacher to treat her differently?

Write and argument in which you agree or disagree with the teacher and her role as a teacher during this time in history. Introduce a claim, distinguish the claim from alternate or opposing viewpoints. Use words, phrases, and clauses to link major sections of the text to help create cohesion. Establish and maintain formal style. Provide a concluding statement that follows form and supports the argument presented.

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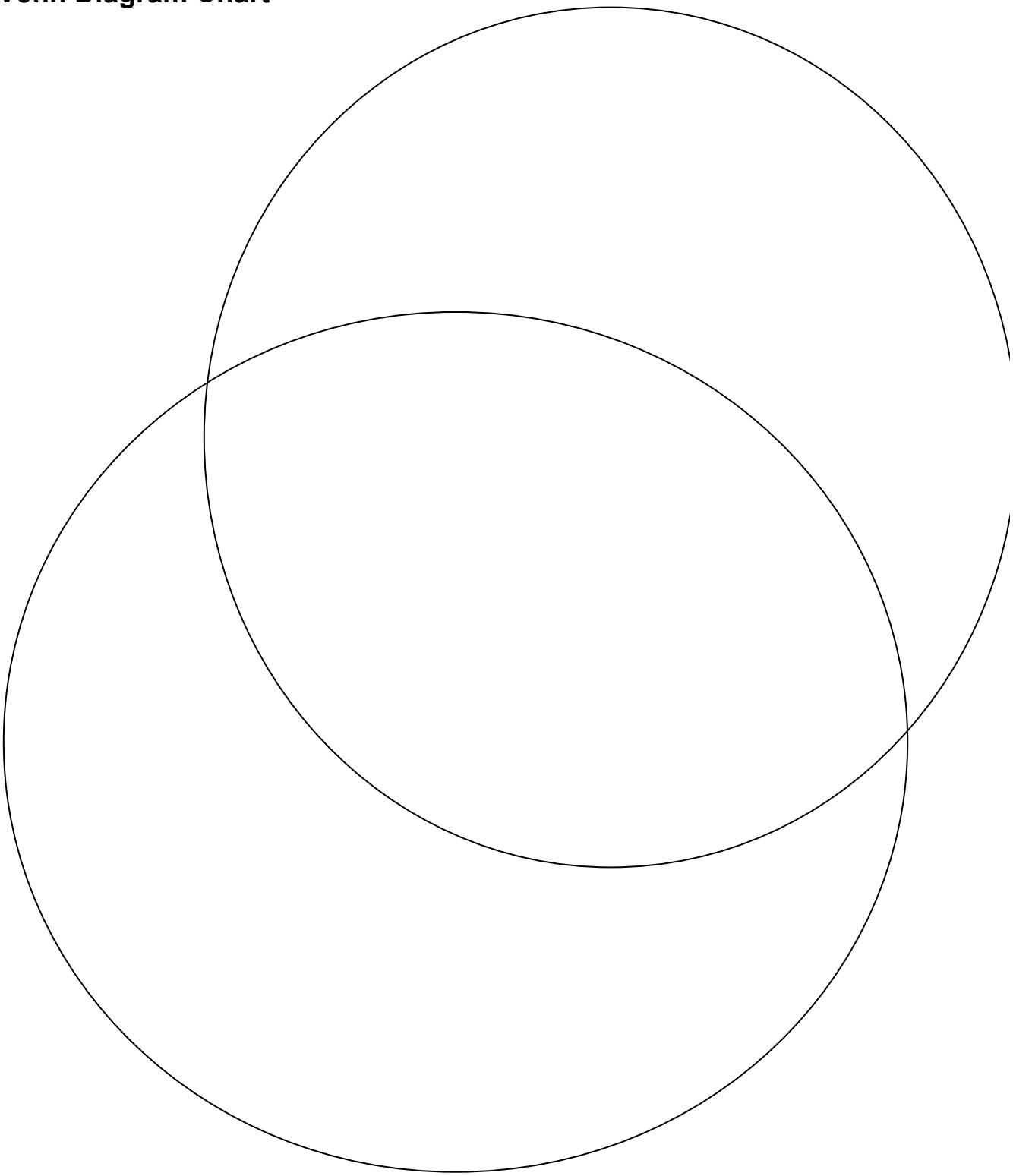
6g6 Venn Diagram Chart



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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 3

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are acceptable living conditions? (for class discussion)

If you were to define acceptable living conditions, it would be dependent on your own human minimum. However, if you were to look at the basic needs of humans to survive, we need: food, air, shelter, clothes, and water.

As you read the next chapter, the author will describe her new "home." Although it meets the basic human need for survival, is it "acceptable" living conditions? She shares the conditions of the food, latrines, and barracks.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scrounged (24)	cubicle (26)	surplus (29)	evacuation (30)	typhoid (30)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 23-34

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Setting	Characters	Pages
Barracks	Family	23-31
Latrines	Mama, old lady	31-34

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The family woke early, shivering and full of sand;
- Woody, the oldest, became the appointed leader;
- He salvaged what he could to make their barracks livable;
- He committed to Mama to make the place livable and warm;
- Woody uses comedy to help the situation;
- The army was not prepared for the evacuees;
- The families worked together using people's strength to make the situation better: cooks, seamstresses, nurses, anyone who had a talent used it to help;
- The army issued military surplus clothes, and the women sewed them to make them fit;
- The camp was not ready, so many things did not work: people were sick, the bathrooms overflowed, the pipes were broken;
- The bathrooms had no privacy;
- Mama met a woman who was using a cardboard box for her bathroom walls;
- She let Mama borrow it.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of Southern Californian—Los Angeles Area. Use the map to follow the locations that Jeanne and her family visit. **Today**: add Manzanar.

Create a map of Manzanar
http://www.nps.gov/manz
A virtual map is located on the above site in the park tools section.
Have students create a map of the camp and chart the characters movements.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Manzanar Camp Photos
http://www.nps.gov/manz/
http://memory.loc.gov/ammem/aamhtml/aamabout.html
http://www.loc.gov/pictures/collection/manz/
Take a virtual tour of the camp and explore the camp photos.
Print photos for your class and have students write captions for the pictures.
What do you think the people see, hear, or are thinking in the pictures?

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What would you take? (part two)
You have been at the camp for a couple of months. You now know what camp conditions are like. Do you think that you packed well? Knowing what you know now, would you bring other items?

Make a new list of items you would have brought with you—10 items
Make a new list of character traits you would need to have—5 traits (some of the items can stay the same).

On the back right side of your paper write your new list down. Compare the two lists. Write a paragraph about your new list. How will the new items help in your survival? Think about the Japanese culture? Why are certain things (privacy and communal living) important? Why did you change it? How can wisdom help in adverse situations?

Open Mind Portrait
Create an OMP for Jeanne. What do you think she is thinking and feeling as she and her family continue to get moved from place to place? Add 3-5 new thoughts.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Woody gets the family to work at making the barracks livable. Why do you think this activity is important the first day?
2. Why does Woody become the family leader?
3. Is having a family leader important? How will having that roll filled help the rest of the family?
4. Throughout the novel the author has describe comedic situations with her family—how does comedy help horrible situations? Can it help you cope? How?
5. How will utilizing people's talents benefit the masses?
6. *"The simple truth is the camp was not more ready for us when we got there than we were ready for it."* Page 29 what does the author mean by this quote?
7. Why wasn't the military prepared for the evacuation?
8. Do you think modesty will help or hurt Mama in the camp?
9. Why is privacy necessary for people?

9. Analyze Analyze the key paragraph.

Key Passage, p. 33

"Like so many of these women, Mama never did get used to the latrines. It was a humiliation she just learned to endure: *shikata ga nai,* this cannot be helped. She would quickly subordinate her own desires to those of the family or the community, because she knew cooperation was the only way to survive…."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In your own words or as a comic strip, re-tell (provide anecdotal evidence) the story of the latrines.

Write an argument in which you support your claim that cooperation is important. Introduce precise claims from alternate or opposing viewpoints. Use words or phrases to link major sections of the text, create cohesion, and clarify relationships. Establish and maintain formal style. Provide a concluding statement that supports the argument presented.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 4

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is family? Why is family important? (regardless of how you define it)

Family can be defined as a group of individuals living under one roof under one head typically with the same ancestry.
http://www.merriam-webster.com/dictionary/Family

A family group offers support and caring to one another.
The Wakatuki family was a strong family unit that shared successes and failures together. The loss of the head of household and the family time for them caused them to lose their family unit causing the family to split and fend for themselves, not support one another.

In today's reading we learn how Manzanar changed the family dynamic.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

abundant (35)	feeble (36)	sociologist (37)	internee (39)	promenade (40)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 35-47

Setting	Characters	Pages
Mess Hall	Kiyo, Jeanne	35 - 38
Camp Promenade	Mama, Half-black lady, rice-flower neighbor	39 – 41
Camp	Maryknoll Nuns, Nurses	41- 46

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jeanne recalls the times her family spent together;
- At the camp, the family is split and the kids are all fending for themselves;
- After the camps opened, sociologist studied the camps and recommended that the families started eating together again;
- Jeanne reflects on her time with a family and realizes that once they are released from camp, her family would never be the same;
- The family loss was blamed on the small quarters and people moving to find work in post-war California;
- Once arriving in camp, Mama went to work—and the other family members with skills also found jobs around camp;
- While at camp if the family could be anywhere but "home" they would go; Jeanne realizes that a woman in camp was a black woman "passing" as a Japanese woman so she could stay with her husband and family;
- Jeanne finds stability in the church and with the Mary Knoll nuns;
- She is fascinated with the stories of the saints and martyrs;
- Camp at this time did not have a school or things for children to do;
- Father returned in 1942 to the family from North Dakota; he was a changed man.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Add to your map of Manzanar.
http://www.nps.gov/PWR/customcf/apps/maps/showmap.cfm?alphacode=manz&parkname=Manzanar%20National%20Historic%20Site
A virtual map is located on the above site. Chart the characters movements as you read today. **Today**: add the mess hall, the front gate, hospital, and children's village.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a "Grunion Family Wall"

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Using page 38 as an example, give students a grunion. Have them write one thing they like to do as a family, or, if they want to have a family in the future, one thing they want their family to do together.

Create an Advertisement
Write a Newspaper Ad for labor in the camp.
Think of all of the jobs you need in a stand-alone community
What kinds of services do people need?
What kind of goods will people need?
Are their different needs for children and adults?
Create your ad for all of the jobs you need to fill.
What will you pay?
Will there be a difference between skilled and unskilled labor?
What kind of qualifications will people need?
Visit the Bureau of Labor Statistics to see average wages and job information
http://www.bls.gov/bls/blswage.htm

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is mealtime the center of Jeanne's family?
2. What makes mealtime important to her and her family?
3. Do you think that the families will be able to re-establish their family rituals after they had been lost?
4. What are family rituals that are important to you?
5. Why did the call for workers go out?
6. Is both skilled and unskilled labor important in a community?
7. What kinds of things does a community need in order to survive?
8. Where does Jeanne turn in order to fit in?
9. What conflict arose between Jeanne and her father over religion? Why was that important? Who do you think was right?
10. Was Jeanne old enough to make an important decision like religion by herself?
11. Why do you think Jeanne like the stories of the saints and martyrs? Do you think those stories help her cope? How?

9. Analyze Analyze the key paragraph.

Key Passage, p. 38

"Soon after we were released I wrote a paper for seventh-grade journalism class, describing how we used to hunt grunion before the war. The whole family would go down to Ocean Park Beach after dark, when the grunion were running, and build a big fire on the sand. I would watch Papa and my older brother's splash through the moonlit surf to scoop out the fish, and then we'd rush back to the house where Mama would fry them up and set the sizzling pan on the table, with soy sauce and

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horseradish, for a midnight meal. I ended the paper with the sentence: "*The reason I want to remember this is because I know we'll never be able to do it again."*

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jeanne feels strongly about her family and feels the loss that came when her family unit "died" in Manzanar. Because of their internment, her family "lost" time, memories, and strong relationships that bond people together.

Do you agree or disagree that Jeanne's family suffered a breakdown or loss of their family unit? Consider some questions as you write.

Is the family unit (regardless of how it is defined) is important in society?

What will happen to cultures and traditions if they are not passed down in the family?

Think about family history—is there a risk of that being lost if there is not a strong family unit?

Write an argument to support your claim. Introduce the precise claim. Develop your claim and counter claim supplying evidence for each. Use words and phrases to create cohesion. Establish and maintain formal style. Provide a concluding statement that supports your claim and follows form.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 5

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a Samurai and why do they have so much power?

The Samurai (or bushi) were the members of the military class, the Japanese warriors. Samurai employed a range of weapons such as bows and arrows, spears and guns; but their most famous weapon and their symbol was the sword. Samurai were supposed to lead their lives according to the ethic code of bushido ("the way of the warrior"). Strongly Confucian in nature, *Bushido stressed concepts such as loyalty to one's master, self-discipline and respectful, ethical behavior.* Because the Samurai are the warriors they are highly regarded in Japanese Culture.
http://www.japan-guide.com/e/e2127.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hallucinations (47)	samurai (47)	feudal (49)	patron (51)	glaring (53)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 47-53

Setting	Characters	Pages
Barracks	Papa	47-53

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Papa returned from North Dakota and brought back a cane/walking stick;
- He kept it for many years and in some ways it was a homemade version of a Samurai Sword or his own metal from being interned;
- Jeanne reflects on how Papa did not die in the camp but his life ended their;
- Papa was the oldest son in his family—he was well educated and had money;
- He was preparing for the Navy and dropped out and came to Hawaii;
- He got to the islands prepared to work—he bought a suit and went to the job fair. . .he was over dressed for a field hand;
- He met a US Lawyer and he agreed to move to the US and work as his house boy for three years;
- He worked for the family and then entered the University;
- He met Mama and her family thought papa was not good enough for her.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Map—add to the class map.
Where did papa come from?
Be sure to track his stop in Hawaii and in the Northwest.
This will be a sub map of the map you created for Manzanar

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart
Create a KWL Chart on the Japanese Class System.

Emigration Chart
Define Emigration as a class.
Define Immigration as a class.
Create a class chart—include definitions and reasons why people emigrate and immigrate.

Compare and Contrast—Venn diagram
Create a Venn diagram.

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What was life like for papa in Japan compared to the United States?

Open Mind Portrait
Add to the OMP of Jeanne. What is she thinking and feeling as her family is different? As she walks to visit the Children's Village? When her father returns?

Create an OMP for Papa since he has returned to camp. What do you think he is thinking and feeling upon seeing the changes in his family? The birth of his grandson. And the changes to his life? Add 3-5 thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Papa keep the cane? What was it symbolic of?
2. Papa got to Hawaii and needed a job; he brought a suit and dressed up. What do you think his expectations were?
3. What does Papa's desire to dress up to get work say about his character?
4. How did his opportunities working with the lawyer help him throughout his life?
5. Was Mama's family right to not want their daughter to marry Papa?
6. Do you think Papa did the right thing by chasing opportunities and landing in California or should he have pick one "career" path and stuck to it?
7. What are the benefits of chasing opportunities and sticking to a career?
8. Do you think that Papa was a great man?
9. How do you think the setting in North Dakota changed Papa for the better or worse?

9. Analyze Analyze the key paragraph.

Key Passage, p. 47

"I see it now as a sad, homemade version of the samurai sword his great-great-grandfather carried in the land around Hiroshima, at a time when such warriors weren't much needed anymore, when their swords were both their virtue and their burden. It helps me understand how Papa's life could end at a place like Manzanar. He didn't die there, but things finished for him there…"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Jeanne Wakatsuki and your life in Ocean Park has been grabbed from you and you are now a prisoner of war in an internment camp.

Write an argument to the president of the United States at that time, Franklin Delano Roosevelt. Explain to him that your family does not deserve to be interned and that it is doing your family harm. Use your father as evidence. Describe how his life used to be (where he came from, what he believed in) and

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how it is now in the camp. Appeal to his emotions. Be sure to sign it respectfully and use proper letter writing format.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 6

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Why do you think education is important?

Papa was from an autocratic society where only the wealthy received education. Since he was from the upper class it showed that he and his family had status and money.

Once arriving in America it was important for him to show that he could to have a higher education. He wanted to tell his family that he had "made it" in America. He also wanted his children to be able to have more than him and in order to do that they needed an education.

In general people that are educated have higher paying jobs, more security, lower rates of illness, and tend to give back more to society. In today's reading, Jeanne recounts how Papa created his life and his future.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

squabble (54)	defer (54)	vanity (55)	arrogance (55)	tyrant (58)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 53-59

Setting	Characters	Pages
Oregon	Papa and Mama	53-55
Watsonville, CA	Papa, Mama, the family	55-56
Ocean Park, CA	Papa, Mama, the family	56-58
Manzanar	Jeanne remembering papa	59

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Papa and mama ran away to get married;
- They started moving from place to place to find work;
- Education was very important to Papa, yet he never earned his degree;
- During the depression, the family moved from place to place; they finally settled in Ocean Park and Papa began fishing;
- Jeanne reflects on Papa and Mama's 25th wedding anniversary;
- They had a wonderful feast with family and friends;
- She remembers him as not a great man but as a man who always had his self-respect;
- In his time at the camp he lost his respect.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Map—add to the class map.

Add his stops in the North West and the places they stopped in California.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create an Invitation and Menu

Using p. 57 for a reference, create an invitation to Mama and Papa's 25th Wedding Anniversary.

Who is the party honoring?
Where will it be located?
What is it celebrating?
Why are we gathering?
When will it be?
How should you come, formal, informal, etc?

The class can use web resources or create their own.
http://www.bluemountain.com/printable-cards/anniversary
In addition create a sample menu for the party. Include foods that were served at their party.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Mama had 9 children over 18 years—do you think their family size played a factor in them moving from place to place? Why?
2. Why was education important to Papa? Do you agree with him?
3. Papa had great intentions to do great things why didn't he ever achieve much?
4. What factors played a role in Papa's successes and his failures?
5. Why was her parent's anniversary party significant to Jeanne in the "pre war" years?
6. Jeanne refers to her father as not a great man and not a successful man but he held onto his self-respect. Do you think that that is a good trait to hang onto? What do you think Jeanne learned by that?

9. Analyze Analyze the key paragraph.

Key Passage, p. 58

"That's how I remember him before he disappeared. He was not a great man. He wasn't even a very successful man. He was a poser, a braggart, and a tyrant. But he held onto his self-respect, he dreamed grand dreams, he could work well at any task he turned his hand to: he could raise vegetables, sail a boat, plead a case, sing Japanese poems, make false teeth, carve a pig."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As Jeanne remembers her father she does not remember him as being a great man. But she knows that he always had his self-respect and that he dreamed grand dreams.

How can keeping your self-respect help you in any situation? Why is it important to dream grand dreams? Can you think of other qualities one should have to live a great life?

Write an argumentative paragraph in which you support or oppose the need to maintain self-respect regardless of circumstances. Introduce your claim acknowledging the opposing viewpoint. Develop your claim and counterclaim fairly. Use words phrases, and clauses to link the major selections of text, create cohesion, and clarify relationships between claims and support. Establish and maintain formal style. Provide a concluding statement or section that follows form and supports the argument presented.

11. Close Close by extending today's lesson to life and the world.

Share the following poem with students and have them reflect on its meaning.

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Myself

by Edgar A. Guest

I have to live with myself and so
I want to be fit for myself to know,
I want to be able as days go by,
To look at myself straight in the eye.
I don't want to stand with the setting sun
And hate myself for the things I've done.

I don't want to hide on a closet shelf
A lot of secrets about myself,
And fool myself as I come and go
Into thinking that nobody else will know
What kind of man I really am;
I don't want to dress myself in sham.

I want to go with my head erect,
I want to deserve all men's respect
And in this struggle for fame and pelf
I want to be able to like myself.
I don't want to look at myself and know
That I am a bluster and empty show.

I cannot hide myself from me;
I can see what others can never see;
I know what others can never know,
I cannot fool myself, and so

Whatever happens, I want to be
Self-respecting and conscience free.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 7

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is loyalty?

Loyalty can best be described as an unswerving allegiance. Being faithful to person, institution, cause, custom, or product. http://www.merriam-webster.com/dictionary/loyal

Loyalty is the act of being faithful to a person custom or ideal. As Papa is being interviewed, the investigator is trying to determine if he is loyal to the U.S.A. or to Japan. Ko is conflicted because he lives in America but still has family in Japan and his history is there.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

regiment (60)	commander (61)	fleet (61)	protest (62)	interrogator (63)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 60-64

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Setting	Characters	Pages
North Dakota	Papa and Interrogator	60-64

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- He is being interviewed by a man;
- The man is talking to him about his family history and wants to know why he does not have contact with his family in Japan;
- Papa is imprisoned in Fort Lincoln, North Dakota;
- He is questioned about his family here and his activities;
- He was charged with delivering oil to Japanese submarines;
- He talks about what he thinks would have been good military strategy;
- They want to know what he carried in the 50-gallon drums on his boat. He tells them it was "chum", fish bait/guts;
- The man wants to know what he thinks of the attack on Pearl Harbor. Papa tells him that he is sad by it.
- The man wants to know who he thinks will win. He talks of having family here and in Japan and that he sees that there will be no winners. He is stuck in the middle;
- Papa then starts asking the interrogator questions;
- He realizes he has been in America (productive and loyal) nine years longer than the man has been alive;
- The man asks him again who he wants to win the war; he responds by asking, *"when your mother and father are having a fight, do you want them to kill each other? Or do you just want them to stop fighting?" page 64.*

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Map—add to your class map.
Add Fort Lincoln; North Dakota to it.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Acrostic Poem
Using the word LOYALTY write and acrostic poem using all of the letters.

Collage
Using the definition of loyalty discussed at the beginning of the lesson have students create a collage that visually represent loyalty.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you think interrogating Papa in Fort Lincoln had an effect on Papa's responses?
2. Why is the interrogator concerned with Papa's military background?
3. Papa speaks of being a foolish commander; do you think that his military strategy is good? Could that hurt him in the interview?
4. Why do you think Ko is still loyal to Japan?
5. Do you feel that Ko is a loyal American?
6. Can you be loyal to two countries and still have their best interest in mind?

9. Analyze Analyze the key paragraph.

Key Passage, **p. 64**

"When your mother and your father are having a fight, do you want them to kill each other? Or do you just want them to stop fighting?"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Ko Wakatsuki. Explain the above quote in terms of your relationship to both the United States and Japan. Describe your life in Japan and your life in America. Tell what each provided you. Argue how you can have loyalty to both countries without having to choose sides. Argue how you can simply want the fighting to stop without wishing for a winner.

Introduce your claim and distinguish your claim from alternate or opposing claims. Develop your claim and counterclaim fairly. Use words, phrases, and clauses to create cohesions between reasons and evidence. Establish formal style. Provide a concluding statement that follows from and supports your initial claim.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 8

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is compassion?

Compassion involves acting and being sympathetic to others.

In today's reading, the family is witness to the internees splitting and disagreeing. As you read today and the internees riot against one another, Papa is still able to be compassionate to those who perish during the riot.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

brooding (65)	lurching (66)	accumulated (73)	festered (73)	vigilante (75)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 65-77

Setting	Characters	Pages
The Barracks	Papa, Mama, Kiyo	65-71
The Mess Hall	Fred Tayama, Papa, Mama, MP's	71-77

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RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Papa's return to the family was not graceful—he was drinking a lot;
- He would go into drunken fits that would terrorize the family;
- Jeanne and Mama heard a rumor about Papa. He was referred to as a dog (informant) for returning from Nebraska before others.
- He became angry and threatening when he heard about it.
- Kiyo hit him to get him to stop his rant.
- Papa never spoke about his time at Fort Lincoln. He was charged with disloyalty and that was shameful;
- The members of the camp started to organize and working for better conditions;
- One man was beaten by trying to organize the kitchen workers;
- The camp rioted and ultimately men were killed;
- Papa made sure the family stayed inside.
- Once the riot was over, the bells at Manzanar rang until noon.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of Manzanar
http://www.nps.gov/PWR/customcf/apps/maps/showmap.cfm?alphacode=manz&parkname=Manzanar%20National%20Historic%20Site
A virtual map is located on the above site.
Add sites from today's reading to the map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Design a Picket Sign
Pretend you are interned at Manzanar and you are trying to get better conditions. Make a picket sign describing what you want. Decide what aspect of camp you are most passionate about. In five to ten words, describe what do you want. Make a sign that tells the staff clearly and concisely what you want.

Plot Profile Chart
Complete a Plot Profile Chart for today's reading. On the bottom, list 10 of the most important facts from today's reading. Rate each on a scale from 1-10 based on their intensity. Use this to write a summary of today's reading.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What, if anything, could have been done for the men returning to camp to help them after being detained at Fort Lincoln?
2. The women called Papa a dog. Why was that so insulting?
3. How and why are simple words so hurtful and degrading to people?
4. What makes some words horrible to some cultures and not so bad to others?
5. Was Kiyo's reaction to Papa justified? What could he have done? What would you have done?
6. Why was being charged with disloyalty disgraceful for Papa?
7. Do you think it is wise for the people of Manzanar to organize?
8. What do you think they want?
9. What was the significance of the bells ringing?

9. Analyze Analyze the key paragraph.

Key Passage, p. 71

"He kept pursuing oblivion through drink, he kept abusing Mama, and there seemed to be no way out of it for anyone. You couldn't even run."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The above vocabulary words and this quote serve to communicate to the reader the hopelessness of the internment situation. This quote, as well as many others, uses specific words and phrases in an effort to invoke emotion in the reader.

Pretend again that you are Jeanne Wakatsuki. **Write a follow-up letter to FDR in which you state that you and your family should be released from Manzanar. Introduce your claim. Develop your claim and counter claim fairly supplying evidence for each. Use words, phrases, and clauses to link the major selections of the text. Establish formal style. Close with a statement that supports your argument. As you write consider the following—the state of your father, how the anger at being falsely imprisoned is being misdirected towards his family. Appeal to his sense of emotions, specifically his love for his own family.**

Choose your words carefully. You may also wish to appeal to his fears by suggesting that your father is only one of many reacting in such a manner and that the camp may in fact be ready to boil over in anger. Use emotionally charged language.

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3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity Description										
Event	1	2	3	4	5	6	7	8	9	10

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 9

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a national anthem? Why is it important to a nation?

A national anthem is a hymn or song expressing patriotic sentiment and is either governmentally authorized as an official national hymn or holds that position through popular feeling. During the 19th and early 20th centuries, most European countries followed Britain's example, some national anthems being written especially for the purpose, others being adapted from existing tunes. The sentiments of national anthems vary, from prayers for the monarch to allusions to nationally important battles or uprisings.
http://www.national-anthems.net

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reservoir (78)	perimeter (78)	debris (78)	allegiance (81)	disloyal (86)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 78-91

Setting	Characters	Pages
Reservoir Shack	Kaz, Sergeant	78-80
Outside the Mess Hall	Pap's Foe, and Old Woman	81-91

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jeanne's brother-in-law, Kaz, was on the maintenance detail to check the water supply;
- After the riot, his crew was there and they were "attacked" by four MP's;
- The MP's were convinced they were saboteurs;
- They were guarded by military privates who were scared to be watching them;
- In February, the Loyalty Oath appeared. It was to determine loyalty of the Japanese-American men;
- If the men signed the oath, they would be drafted to the war—if they did not they were sent back to Japan;
- The camp was divided—Papa decided to vote Yes, Yes and tried to defend it;
- He got in a fight with another man who wanted people to vote no;
- He returned to their barracks with his friends, a neighbor came by and together they sang the national anthem.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of Manzanar
http://www.nps.gov/PWR/customcf/apps/maps/showmap.cfm?alphacode=manz&parkname=Manzanar%20National%20Historic%20Site
A virtual map is located on the above site.
Have students create a map of the camp and chart the characters movements.
Today: add the reservoir hut.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Research Symbols
In small groups, have students compare and contrast the national symbols of each country. Have them label the symbol and write its significance.

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National Anthem
Using page 90 as a guide, write the Japanese national anthem and the United States national anthem and compare and contrast each anthem.

Flags
Draw the flags for Japan and for the United states. What does each flag symbolize?
What is the meaning of all of the colors and symbols on each flag?
What is our pledge of allegiance?
Do the same description for each of the following:

National Animal
National Plant

Family Crest
Have students create their own family crest. On a sheet of paper have students make an outline of a shield. Have them draw symbols that represent their:

History;
Future;
Family;
Beliefs.
Students should include a motto.

On the back have students write what the shield symbolizes and how it represents them and their family.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What were the guards looking for when they came to the shack?
2. Jeanne describes the MP's as being as scared as Kaz and the crew. What did she mean?
3. What will the loyalty oath declare? Why is it divisive?
4. What is true loyalty? How is it proved?
5. Papa and Woody disagree about the oath. Who do you think has the better argument?
6. If the men sign No, No on the oath, do you think they could return to Japan with no problem? Why or Why not?
7. When Papa gets into a fight at the meeting the author describes the scene with a sand storm "the sandstorm hit, the sky was black as night. Everyone ran for cover." Why do you think this scene told about the loyalty oath, the mood in camp, and divisiveness in camp?
8. Why did Papa go back and sing the anthem?
9. The Japanese Pledge can be read as a song, proverb, and credo for endurance. How was Papa using it when he sang it in Manzanar?

9. Analyze Analyze the key paragraph.

Key Passage, p. 82

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"Early in February, the loyalty Oath appeared. Everyone seventeen and over was required to fill it out. This soon became the most divisive issue of all. It cut deeper than the riot, because no one could avoid it. Not even Papa. After five months of self-imposed isolation, this debate was what finally forced him out of the barracks and into circulation again."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As long as politics have been around, so has dissension. There are always those who do not agree with the status quo or the current decisions of the government. Pretend you are one such dissenter who does not agree with the loyalty oath. Pretend you are of an ethnicity other than Japanese.

Write an editorial to your local newspaper explaining why you disagree with the loyalty oath. Create a logical argument. Give at least two examples. You may want to think about the logical examples provided between pages 82 and 87. Consider the implications of both a "No, No" answer and a "Yes, Yes" answer. Consider whether such an oath has the possibility of catching any real saboteurs or espionage agents.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 10

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is optimism? How can it help you?

Optimism can best be described as an inclination to put the most favorable construction upon actions and events or to anticipate the best possible outcome. http://www.merriam-webster.com/dictionary/optimism

Optimism is the ability to always look for the best in any situation. While Jeanne's family was in Manzanar, they moved to Block 28, which was near the pear orchards. Papa would tend the fruit and Mama set up house so it was bearable. The families started to garden, do art, and to make their time there acceptable. This was a choice that they made. An optimist chooses to make the best of a bad situation.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tolerable (95)	inevitable (98)	alluvial (99)	ailments (100)	induct (101)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 92-103

Setting	Characters	Pages
Block 28	Jeanne, Mama, Papa, Woody, Bill, Ray	95-103

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The family moved to Block 28;
- They were closer to the orchards and Papa would go tend them;
- Mama went to work and Papa puttered around the house;
- The guards started letting the internees outside the fence. They could hike;
- Gardens and artwork were all over camp;
- The camp tried to re-create normality for the people—there was schools, bands, sports, etc. in camp;
- Papa talked Woody out of volunteering for the military but he would go when called.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of Manzanar
http://www.nps.gov/PWR/customcf/apps/maps/showmap.cfm?alphacode=manz&parkname=Manzanar%20National%20Historic%20Site
A virtual map is located on the above site.
Have students create a map of the camp and chart the characters movements.
Today: Add the gardens and school buildings and Barack 28 to the map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Art Mediums
Have students investigate Japanese Art forms: origami, calligraphy, poetry, and martial arts. Have students make an Origami Figure.
http://www.education-world.com/a_lesson/01-1/lp235_03.shtml
Site includes lesson plan and instructions to create origami figures.

Haiku Poem
Haiku Poems are written to describe nature.
Using the description of camp in this chapter as a guide, have students write a Haiku Poem.

Line 1: 5 syllables
Line 2: 7 syllables
Line 3: 5 syllables

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How did the move to Block 28 help Papa and the family?
2. Based on the author's description, how does art contribute to the Japanese culture and how do they incorporate it into everyday life?
3. What do you think are the components of a community?
4. How did the families organize into a community?
5. Based on page 100, what kind of world did Jeanne and her family want?
6. Based on page 100-101, does the camp life sound horrible or bearable? What else do you think they could have asked for?
7. The camp administration provided as many "normal" things as they could to the internees. What do you consider "normal"? Is normal the same for everyone?
8. If you lived through this experience, how do you think it would change you as a child?
9. During this time what do you think the mood or feeling in camp was?

9. Analyze Analyze the key paragraph.

Key Passage, p. 98

"Whitney reminded Papa of Fujiyama, that is, it gave him the same kind of spiritual sustenance. The tremendous beauty of those peaks was inspirational, as so many natural forms are to the Japanese (the rocks outside our doorway could be those mountains in miniature). They also represented those forces in nature, those powerful and inevitable forces that cannot be resisted, reminding a man that sometimes he must simply endure that which cannot be changed."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

"The world is not fair, we all must endure injustice. However, just because we made it through, doesn't make it alright or excusable. "

Pretend you are Jeanne. List the injustices your family endured today. Then list *how* you endured them. In thinking about the things you endured, reflect upon what it is like to be imprisoned, away from home, and what your living conditions are like.

Think about the quote above. Do you agree or disagree with that statement? **Write a one-paragraph argument in which you support your claim. Acknowledge the opposing claim. Develop your claim and counterclaim fairly. Use words, phrases, and clauses to link major sections of the text. Establish and maintain formal style. Provide a concluding statement that follows form and supports the argument presented.**

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 11

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a Geisha?

Geisha are professional female entertainers who perform transitional Japanese Arts. Girls who wish to be a geisha have to go through an apprenticeship. They have to learn the traditional Japanese Arts and proper social skills.

For discussion: Why is it important for people of dual cultures to know the traditions they come from as well as embrace the culture they live in?

In today's reading life in the camp has settled and a new norm has been established. They have teachers, classes, and can now go on excursions out of camp. As Jeanne is learning new skills, her dad wants her to learn traditional Japanese skills.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

aristocratic (109)	shrine (109)	extraordinary (113)	orphan (113)	elaborate (113)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 104-116

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Setting	Characters	Pages
The School—life at Camp	Jeanne, Kiyo, people around camp	104-109
The Camp	Old Geisha Woman, Jeanne, Mama, Reika, Mitsue	110-111
The Camp	Jeanne, Ballet Teacher	111-113
The Camp	Maryknoll Nuns, Jeanne, Papa, Mama	113-116

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- A school was set up and there was a schedule;
- Jeanne recalls the teachers and what she learned from them;
- There were more freedoms and she talks of going on overnight camps and being able to leave the barb wire;
- One of the staff members was a Quaker; she fell in love with a Japanese man. On an overnight trip they spent time together;
- Although Jeanne could stay outside the fence as long as she wanted she was frightened by the thought of being so exposed;
- She wanted to be accepted so she learned to twirl the baton;
- There were many classes offered—she went to a geisha. She did not know what was going on since she did not speak the language;
- Jeanne went to ballet class but felt sorry for the instructor who seemed like she was trying to prove herself to 10 year olds;
- She went back to the church. She decided she wanted to be baptized. Papa forbade it. He said that no one should be able to make choices on religion at the age of 10.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Add to your class map. Include the surrounding geography and where the classes took place. http://www.nps.gov/manz/

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart
Create a Character Profile Chart for Jeanne. Write down a trait from the reading. Using examples from the text cite evidence that supports the trait and page numbers.

Chalk Drawing
Have students do a chalk drawing that represents the activities that Jeanne participated in from pages 104-116. They could represent the campout, her many classes, school, or religion.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is it important to have a pattern, schedule, or sense of normalcy?
2. Many outside people camp to volunteer at the camp, why would people come to help?
3. Think of people in the Peace Corps, Red Cross, etc. What qualities are embedded in some people that make them go into dangerous situations to help while others are running away?
4. Lois, the Quaker volunteer, and Isao, a Japanese man had a relationship while at the camp. Why is that relationship taboo? Do you think this is a significant relationship for Jeanne to see?
5. What is the purpose of clubs and groups? Why do people join them?
6. On page 109 Jeanne describes her time as a baton twirler as "American", what do you think "American is?
7. While Jeanne was learning to twirl the baton she was also visiting the Geisha how do the traditional Japanese beliefs of her parents clash with what she wants to believe in as a young American?
8. As Jeanne is trying to find a place to belong she turns to the church, why have people throughout history flocked the church in times of trouble? Think about the need to belong to a group.

9. Analyze Analyze the key paragraph.

Key Passage, p.116

"I just hated Papa, for weeks, and dreamed of the white-gowned princess I might have become. Late afternoons, practicing my baton in the firebreak, angrily I would throw him into the air and watch him twirl, and catch him, and throw him high. Again and again and again."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Jeanne Wakatsuki. **Write another follow-up letter to FDR. Describe your recent days in camp, what you have done, what you have participated in. Reason with him that anyone so American as you could not possible be disloyal.**

Construct a one-paragraph logical argument questioning how any group so assimilated to American culture could have their loyalty in question. Introduce your claim acknowledge your counterclaim. Develop your claim and counterclaims fairly supplying evidence for each which pointing out strengths and limitations. Use words, phrases, and clauses to link the major selections of the text. Establish and maintain formal style. Conclude with a statement that follows form and supports your claim.

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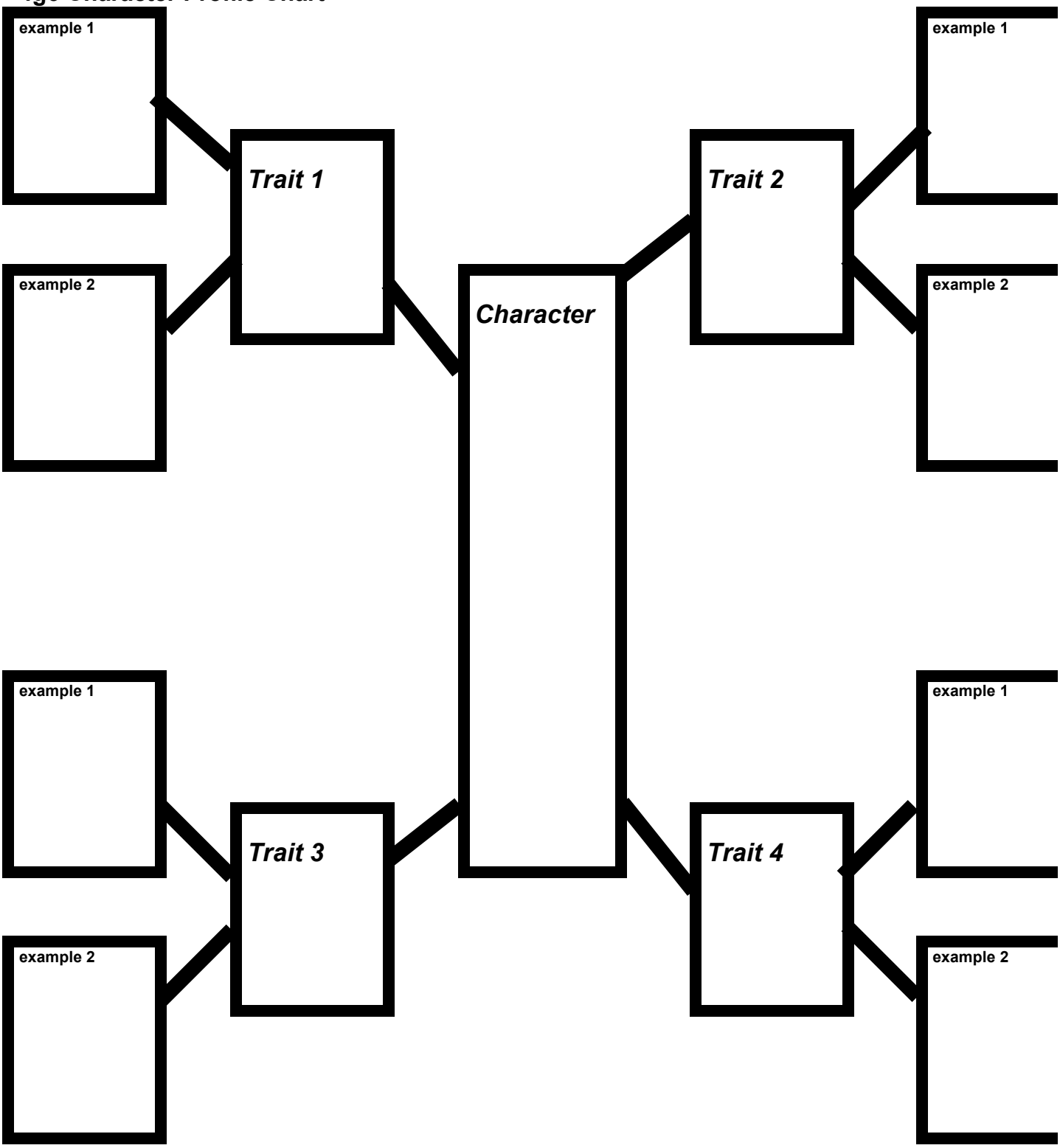
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 12

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the historical significance of the 442nd Combat Regiment?

The 442nd is the most decorated combat unit in United States history. The unit was comprised of Japanese Americans living on the mainland and Japanese Americans living in Hawaii. After the bombing of Pearl Harbor, Japanese Americans were no longer allowed to serve. During 1943 the ban was lifted and Japanese Americans were allowed to serve again. Woody was assigned to the unit once he left the camp. The irony is that most of the men had been interned for being Japanese but were then allowed to fight for the country that had kept them and their families prisoners. http://www.goforbroke.org/

In today's reading Woody is drafted and leaves with the others to fight in the war. Most of the Nisei were eligible to leave the camps. If they had some place to go, they went. Camp mostly housed the young and the older family members.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

isolation (118)	transfusion (118)	detachment (120)	intimacy (120)	impish (123)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 117-124

Setting	Characters	Pages
The Camp	Papa, Mama, Jeanne	117-120
The Camp	Papa, Mama, Jeanne, Woody, Chizu, friends and family	120-124

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Later in life, Jeanne thanked her father for not allowing her to convert religions.
- The family was waiting for Eleanor to give birth; they were concerned since she was having problems and her husband was in the military and in training.
- Eleanor had the baby and Mama went to tell Papa. Jeanne was left out of the conversation and realized that she was a "separate" being from her parents.
- As the months went on, the family got smaller. Many of them either enlisted or found work elsewhere.
- Woody was drafted to the military.
- Papa tried to convince him to ignore the orders.
- He was assigned to the 442nd Combat Unit.
- He left with the entire camp sending him off.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Add to your class map. Include the surrounding geography and where the classes took place. http://www.nps.gov/manz/

Add to your class map. Include the places the family is relocating to. Do not forget the members that are in military training and who are stationed overseas fighting.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Interaction Chart
Fill out a Character Interaction Chart and compare Jeanne, Mama, and Papa. Use pages 117-120 as a reference.

Open Mind Portrait
Add to the OMP for Jeanne. What is she thinking and feeling as she sees her parents connect? As Woody leaves? As Eleanor has a child? Add 3-5 new thoughts to your OMP.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do you think Jeanne felt when her father forbade her from being baptized?
2. Why do you think she secretly thanked him when she got older?
3. Jeanne describes the first time she felt separate from her parents. Do you think all children go through a similar detachment? Why is it healthy to separate from your parents?
4. Would you be able to fight for a country that had kept you and your family in a camp?
5. What is Woody trying to prove? Is he trying to prove it to himself or to others?
6. How is Woody going to war a conflict for Mama, Papa, Jeanne, and for Woody?
7. What is your overall impression of Woody? Would you be able to do what he is doing?

9. Analyze Analyze the key paragraph.

Key Passage, p. 123

". . .The 442nd Combat Regiment was famous now, full of heroes, fighting in Europe to help the Allies win the war, and showing that Nisei too could be patriots."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend that you are Jeanne. Do you think it is fair that you are still in camp? Do you think it is right the country that is keeping you prisoner is mandating that your brother go and fight?

Write a letter to FDR in the form of an argument letter to support or oppose the government mandate that Japanese American's be drafted into the war. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Provide a concluding statement or section that follows from and supports the argument presented.

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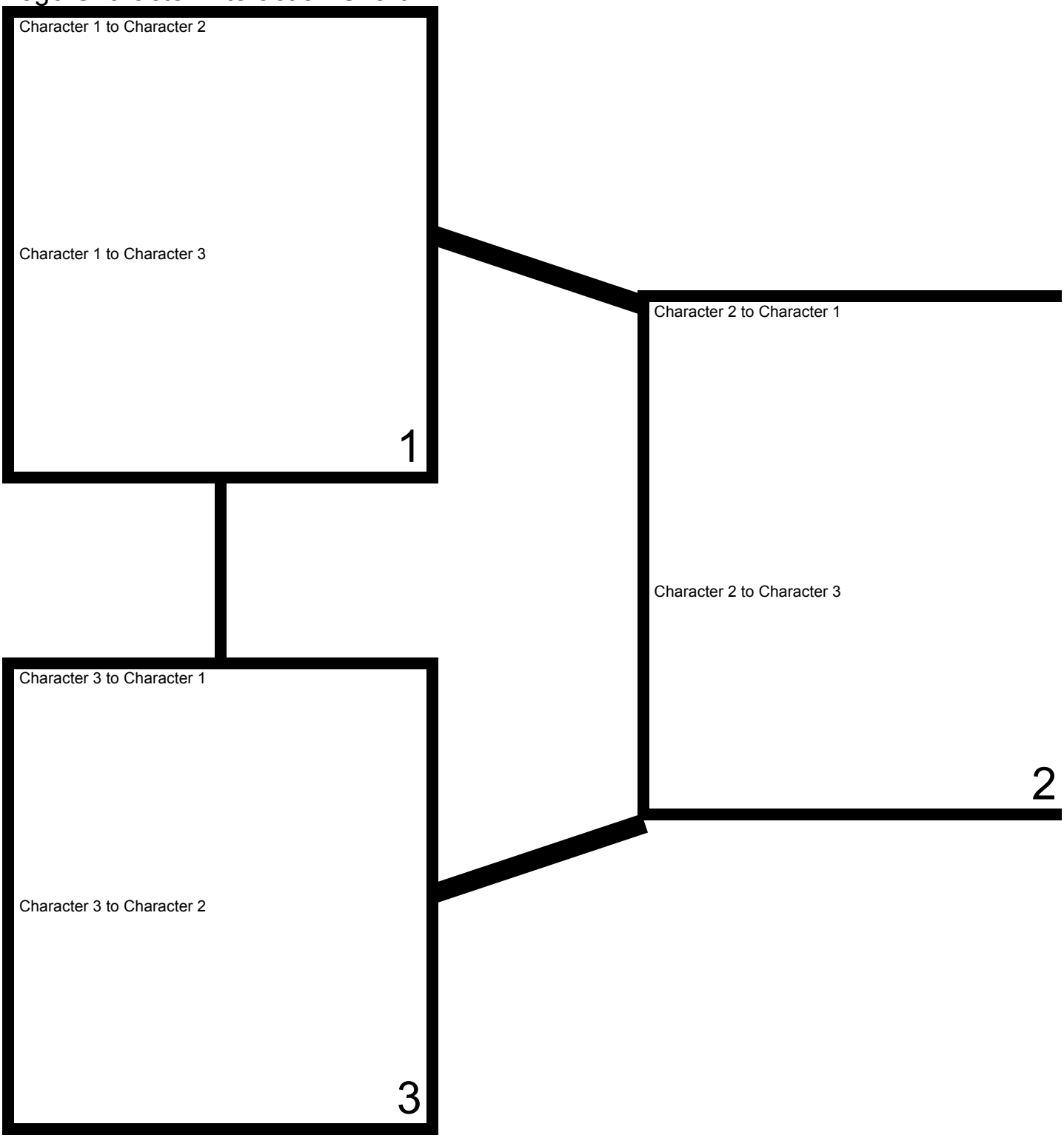
5g6 Character Interaction Chart



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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 13

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is assimilation? Why is it important for people to assimilate, or is it?

Assimilation is the process of receiving new facts or of responding to new situations in conformity with what is already available to consciousness. http://www.merriam-webster.com/dictionary/assimilation

This selection finds Jeanne at a point in her life where she realizes that she is not "Japanese" but not an "all-American" girl. She is doing everything in her power to assimilate to being American and being a teenager. She finds herself in conflict with herself but also with her family.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

upheld (125)	rescinded (126)	propaganda (127)	grotesque (127)	assimilate (128)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 125-132

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Setting	Characters	Pages
The Camp	Gordon Hirabayshi. Fred Korematsu, Mitsue Endo	125-126
The Camp	Mama, Papa, The Family, Maryknoll nuns	126-132

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The Supreme Court started ruling on the constitutionality of the camps.
- Three rulings came down, the third challenging the legality of the camps themselves, "The government cannot detain loyal citizens against their will."
- The court sided on behalf of the internees. The Government started preparing to close the camps.
- Most of Jeanne's family had left—her parents and the young children remained. They did not have homes to return to and the anti-Japanese attitude made them not want to leave.
- The government was giving them dates that they had to leave by.
- They started to hear stories about the treatment that was given to people who had left before them—homes burned, beatings, etc.
- Jeanne is conflicted because she has been dreaming of all of the wonderful things that lay outside the gates of Manzanar—now she is scared to leave.
- They were worried about the hostility that they would face.
- Papa was now a free man—but didn't know what to do next. He was too old to start over, too stubborn to travel too far, and too proud to admit he needed his kids to live.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Add to your class map. Include the surrounding geography. http://www.nps.gov/manz/

Add to your class map. Include the places the family is relocating to. Do not forget the members that are in military training and who are stationed overseas fighting.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

I Want Poster

Jeanne is asked by the Maryknoll Nuns to think of something she really wants, write it down, and pray for it. She asked for apricots. Think of something you really want. It can be a thing, and idea, something for you, or for someone else. Create a poster of what you want. This must be classroom appropriate. Write on the back what you drew and what it represents to you. Why is it important for you to have this certain thing or idea?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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1. The acts of three Japanese people challenging the court changed the lives of many forever and enabled people to be released from the camps. If you were in the same situation do you think you could challenge the courts and the government to better the situation?
2. In the first ruling on page 126, how did the court justify their decision?
3. Once the families return home what do you think will happen for them next?
4. Your experiences shape and change you. Once they return to their old lives, do you think anything can go back to the way it was before?
5. On page 130 Jeanne talks about the shame and humiliation of being interned. Why is that feeling in some ways worse than being the recipient of outright hate from others?
6. Once Papa is released, what do you think he will do with his freedom?
7. In this chapter the author is not specific about the weather. What do you think her lack of description is meant to tell you, the reader?

9. Analyze Analyze the key paragraph.

Key Passage, p.126-127

"Next it was announced that all the camps would be closed within the coming twelve months and that internees now had the right to return to their former homes.

In our family, the response to this news was hardly joyful."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write yet another letter to President Roosevelt. In this one, argue that being released from the camps is not going far enough. Use the information provided on pages 127 -129 as evidence that life for you will not be the same that it will not be so simple for your family to "return to their former home."

Use language that (politely) communicates your feelings to him. Appeal to his own emotions and suggest that he must go further to make things right in light of the Supreme Court Ruling.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 14

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the purpose of the resettlement effort? How will it work?

The purpose of the resettlement effort was to help the Japanese interned relocate to their homes. Since the government was going to close the camps the evacuees had to be sent to their homes or to the destination of their choice. Since the government put the Japanese in the camps it was their responsibility to relocate them back home.

In Jeanne's family's situation, Papa and Mama knew that there would be nothing left of their home or life from before the war, so they waited as long as possible to be relocated. If families did not chose where they wanted to go, they would be sent back to the city they came from. The Japanese Americans were hesitant to leave since there was so much hate towards them.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cultivation (133)	quota (134)	neglect (138)	cooperative (138)	sustenance (140)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 133-141

Setting	Characters	Pages
Camp barracks	Jeanne, Mama, Papa	133-141

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- In June the schools were closed to assist with the closure of the camp.
- The farms around camp were left unattended.
- Papa decided that he would wait until the last minute to be relocated. He figured that the government put him in camp; they could get him out.
- Due to the war there was a housing shortage, there were few places for the internees to go.
- Papa and Mama know that when they return home there will be nothing left for them.
- Papa was trying to form a cooperative to help the internees get low interest loans to re-build.
- They were hoping their relocation would be delayed.
- The Americans dropped the A-Bomb on Japan. The war was over.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of Manzanar
http://www.nps.gov/PWR/customcf/apps/maps/showmap.cfm?alphacode=manz&parkname=Manzanar%20National%20Historic%20Site
A virtual map is located on the above site.
No new location to be added to the map today.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
Add to the OMP for Papa. Be sure to include his plans to help internees after the war.
Add to the OMP for Jeanne. How is her life now that the schools are closed?
Add 3-5 new thoughts to their OMPs.

Beginning Middle End Chart
Create a Beginning Middle End chart for this section of reading. Have students list 3-5 items per section about the chapter.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. ”From Our World. . . .through these portals. . . .to new horizons” What do you think that caption meant on the school yearbook?
2. If you were Mama and Papa and knew there was a lot of hate facing you when you left Manzanar, where would you take your family?
3. Papa is relying on the Block Leaders and their meetings. Do you think that group of people will be able to convince the government to help them?
4. Papa has an idea to build a collaborative to help Japanese coming back from the camps. Do you think he has a good idea?
5. Will Papa be able to convince the government to help? Does he have the skills to organize people to get aid to those who need it?
6. What would you suggest to Papa if he came to you for help in this situation?

9. Analyze Analyze the key paragraph.

Key Passage, p.139

“We will get a loan from the government. At the block leaders meeting it was decided that they must provide low-interest loans for families returning from the camps. They cannot deprive us of our homes and our fishing boats and our automobiles and lock us up for three years and then just turn us loose into the cities again. They have to help us get a new start.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Continue your letter writing campaign to Roosevelt. **This letter should contain a list of what you believe you and your family ought to have coming to you from the government upon release from Manzanar. Argue that this is the right thing to do by reminding him about the principles this great nation is founded upon, such as: “life, liberty and the pursuit of happiness.” Provide some examples of what, in those areas, have been wrongfully taken from you and what ought to be returned.**

Introduce your claim acknowledge the counter claim. Develop your claim and counterclaim fairly. Providing evidence for each as you write. Use words, phrases, and clauses that link to the major sections of text and create cohesion. Establish and maintain formal style. Provide a concluding statement that follows form and supports the argument presented.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 15

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is Hiroshima?

"In the early morning hours of August 6, 1945, a B-29 bomber named Enola Gay took off from the island of Tinian and headed north by northwest toward Japan. The bomber's primary target was the ***city of Hiroshima****, located on the deltas of southwestern Honshu Island facing the Inland Sea. Hiroshima had a civilian population of almost 300,000 and was an important military center, containing about 43,000 soldiers."*

Hiroshima is one of the Japanese cities that was bombed in WWII with an atomic bomb. The bombing helped end the war. When Woody goes to visit Papa's family he sees the effect of the bomb firsthand. He is able to grasp the damage but also sympathize with his family. Fortunately, only one member of the family was killed, but they were all affected by war rations, lack of material goods, and the black market.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

recollection (143)	intently (143)	confiscated (144)	reception (146)	rouses (146)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 142-148

Setting	Characters	Pages
Ke-Ke, Japan	Woody, Toyo	142-148

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Woody is stationed in Japan. After the war, he goes to visit his father's favorite aunt.
- The aunt takes him to a gravestone with Ko's name on it. Woody reminds her that his father is still alive.
- She explains to him that after he left, and they did not hear from him, they assumed him dead. They honored him by giving him a funeral.
- Woody has taken sugar, which is rationed.
- He is able to meet relatives. He learns that the stories his father used to tell him are true and that gives him a greater respect for his father.
- His aunt prepares a special meal for him and gives him the best bed and quilt for sleeping.
- She tells Woody that he is similar to his father. Like most children he never wanted to compare himself to his father.
- While there he wanted to learn all he could about his father.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Add to the map.
Include a map of Japan in your class map. Include Hiroshima, Nagasaki, and Ke-ke.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

War Rations
Have students research the war rations using the following web site
http://www.ameshistory.org/exhibits/events/rationing.htm
Have students create a poster to convince people to help the War Time Effort. They can advertise:

Bonds
Ration Books
Recycling

Students will need to use strong persuasive language to convince everyone to help during the war effort.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Ko's family considers him dead?
2. Is it a tribute to him that they gave him a gravestone? How?
3. Did Woody need to bring the family sugar? Why was it so valuable?
4. The author talks about the setting in much detail on page 145. Why do you think this is significant to the story?
5. Woody received a wonderful reception when he arrived. What do you think his father would have felt to know that?
6. Toyo notices that Woody looks like his father. Why do you think that Woody has never noticed their similarities?
7. Why wouldn't Woody want to compare himself to his father?
8. How do you think that Woody will value his trip? Do you think he will see his father differently?

9. Analyze Analyze the key paragraph.

Key Passage, p. 148

"Tell me about him, Auntie. Tell me how he dressed as a young man, how he walked, and what he did for amusement. Tell me everything you can remember."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Woody has an opportunity to meet his father's family. This meeting gives him great insight about his father. Pretend you are Woody and write a letter to your family. Using details from the chapter and from what you learned from your aunt, tell your family about "your father". Give them details about his youth, the family home, and explain with details that the stories he used to tell you are true.

Write a one-sentence claim—that you would make to claim that your father's stories are true.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 16

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is hate?

Dislike intensely; feels antipathy or aversion towards; "I hate Mexican food"; "She detests politicians"

The emotion of intense dislike; a feeling of dislike so strong that it demands action

As Jeanne and her family return to the Los Angeles area, they are met by signs such as "Japs Go Home." She and her family didn't understand the feelings of extreme hate from people they never met. This feeling and concept should be explored as a class.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lethargy (149)	disdain (149)	indifference (152)	undermine (154)	receded (155)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 149-156

Setting	Characters	Pages
Lonepine	Papa	149-150
Camp	Papa, Mama,	150-151
Long Beach	Papa, Mama, Jeanne	151-156

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Papa decides that if he is going to have to leave camp he is going to leave in style. He goes to purchase a car so as not to ride on the bus.
- He returned, drunk, with an unpredictable Ford Nash.
- In order to get the entire family to Los Angeles, he had to make 3 trips.
- As they arrived in Los Angeles they were expecting much hate—they were greeted with indifference.
- They found housing in an old Army Barrack on Terminal Island.
- Mama went to find the belongings she had stored. She was informed the locker had been robbed. All of their fine things had been "stolen".
- Papa never fully recovered but never gave up. He continued to pursue his dream of a cooperative to help the Japanese get loans and find housing.
- Mama went to work at a cannery.
- Jeanne had to return to school.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Add to the map.
Include the places the family passes on their way back to Los Angeles.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Advertisement for Housing
Pretend you are Jeanne's family looking for a new place to live. Create an advertisement specifying the things you want and need in a new home.

How many bedrooms?
How many bathrooms?
Why should someone rent to you?
What qualities do you have—clean, neat, non-smoker, can fix things?
How much rent can you afford?
How can they contact you?

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Open Mind Portrait
Add to the OMP for Papa to include his thoughts on leaving camp and his desire for a new car. Add to the OMP for Jeanne. How is her life now that she has returned to the Los Angles area? Add 3-5 new thoughts to your OMP's.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think it was important for Papa to leave in a car on his terms?
2. The family expected hostility when they returned to the Los Angles area but they were greeted with indifference. Why was indifference worse for them than hostility?
3. How was the housing shortage more problematic for Jeanne and her family?
4. What is the family feeling as they return to Los Angeles? Why?
5. The house they move into has a stove and a toilet. Explain why the family now values the most basic things.
6. What do you think happened to the family's belongings and to Papa's boats?
7. Why would all of the records have disappeared?
8. The war was over—none of the Japanese were convicted of doing anything wrong, so why couldn't Papa get a commercial fishing license?
9. As the women went to work, they did so "with as much pride as they could muster." Why was it shameful for Mama to return to work?

9. Analyze Analyze the key paragraph.

Key Passage, p. 152

"In the months to come, because one did have to keep on walking, one desperately wanted to believe nothing had changed during those years of suspended animation. But, of course, as we soon discovered, everything had."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

During Jeanne's time in Manzanar the world continued to change and move forward. The one thing that didn't change was the quality of the people interned there. **Write an argument in which you claim that the interned Japanese (hard working Japanese American people) are still hard working Japanese American people that want to be a part of the community. Try to convince your neighbors that the community is loyal and not to believe the propaganda.**

Write an argument to support the claim that the interned are still good, hardworking people. Introduce your claim and acknowledge opposing claims. Develop your claim and counterclaim fairly. Use words, phrases, and evidence from the text. Provide a concluding statement that follows from and supports your claim.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 17

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Is being benevolent a good quality trait?

Benevolence is the act of expressing good will or the desire to help others. As Jeanne enters school, she is met by her teacher, who she describes as benevolent.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

benevolent (157)	affirmed (161)	baton (162)	firebreaks (162)	tramped (164)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 157-168

Setting	Characters	Pages
The Elementary School	Jeanne, Radine	157-161
Cabrillo Homes	Mama, Papa	161-168

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RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jeanne returned to school in 6th grade. The teacher ushered her in and the rest of the class was scrutinizing her.
- The teacher asked Jeanne to read. Wanting to be liked she stood up and read perfectly. The girl next to her said, "Gee I didn't know you could speak English."
- She had never thought of herself as anything but American. She is now being seen as someone foreign.
- She realizes that people don't see her as an individual but as an Oriental.
- Jeanne began trying to prove that she wasn't different.
- She looked for places to belong. Many times she was told she could not do things because she was Japanese—she accepted this for a fact.
- She continued to look for places to belong. She became friends with Radine and Radine would try to defend her citizenship. Jeanne didn't really know why that mattered.
- She taught Radine how to twirl a baton and tried out to be part of the Boy Scout Marching Band.
- Jeanne was the lead baton twirler and she was gaining acceptance.
- Woody came home. Papa still could not get a fishing license. He had to rely on Woody. They began going to Mexico to fish for abalone. He would dry it to sell for food.
- A bug continued to eat the fish and his business failed.
- Papa had more pride for Woody once he returned from Japan. Woody started to assume more of a role in the family and Papa started to lose his.
- Jeanne continued to be accepted as a baton twirler and Papa refused to support her. This continued to make them grow apart.
- Papa and Mama went to an awards dinner with her. While there, Papa bowed to the group, which made them look more like outsiders.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Create a map of their local neighborhood on Terminal Island.
Use the information in the chapter to chart locations.
Add to the map the places Papa goes to fish.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart
Create a CPC for Jeanne since she has left Manzanar. Have any of her traits changed. Focus on her desire to have acceptance. Cite examples from the text.

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Create a CPC for Papa since he has left Manzanar. How has he changed? Cite examples from the text.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How would you have reacted if you were in Jeanne's situation and the girls said to you, "gee I didn't know you could speak English?"
2. What do you attribute the basic ignorance about Japanese people too?
3. If you were Jeanne would you choose to be invisible or be like Woody and command respect for yourself? Why? What will benefit you most?
4. How do the stereotypes of Japanese people affect Jeanne at school and socially?
5. How do Papa's failures in boating, to set up his housing co-op, and with drying meat affect his role in the family?
6. Why wouldn't Papa go to the parades that Jeanne marched in?
7. When Papa and Mama went to the banquet Papa bowed as he was introduced. Why do you think Papa would bow? Was Jeanne's reaction justified? Who do you think is right in this situation?

9. Analyze Analyze the key paragraph.

Key Passage, p. 158-159

"They wouldn't see me; they would see the slant-eyed face, the Oriental. This is what accounts in part, for the entire evacuation. You cannot deport 110,000 people unless you stop seeing individuals."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Continue your letter writing campaign to the president. Do you agree or disagree with the statement above. Can a mass internment take place if people "knew" the individuals?

Write an argument in which you agree or oppose the author's statement. Introduce a precise claim. Distinguish your claim from an opposing viewpoint. Develop your claim and counterclaim fairly. Use words, phrases, and clauses to link sections of the text, to create cohesion, and clarify relationships between claims and counterclaims. Establish and maintain formal style. Provide a concluding statement that follows from and supports your claim.

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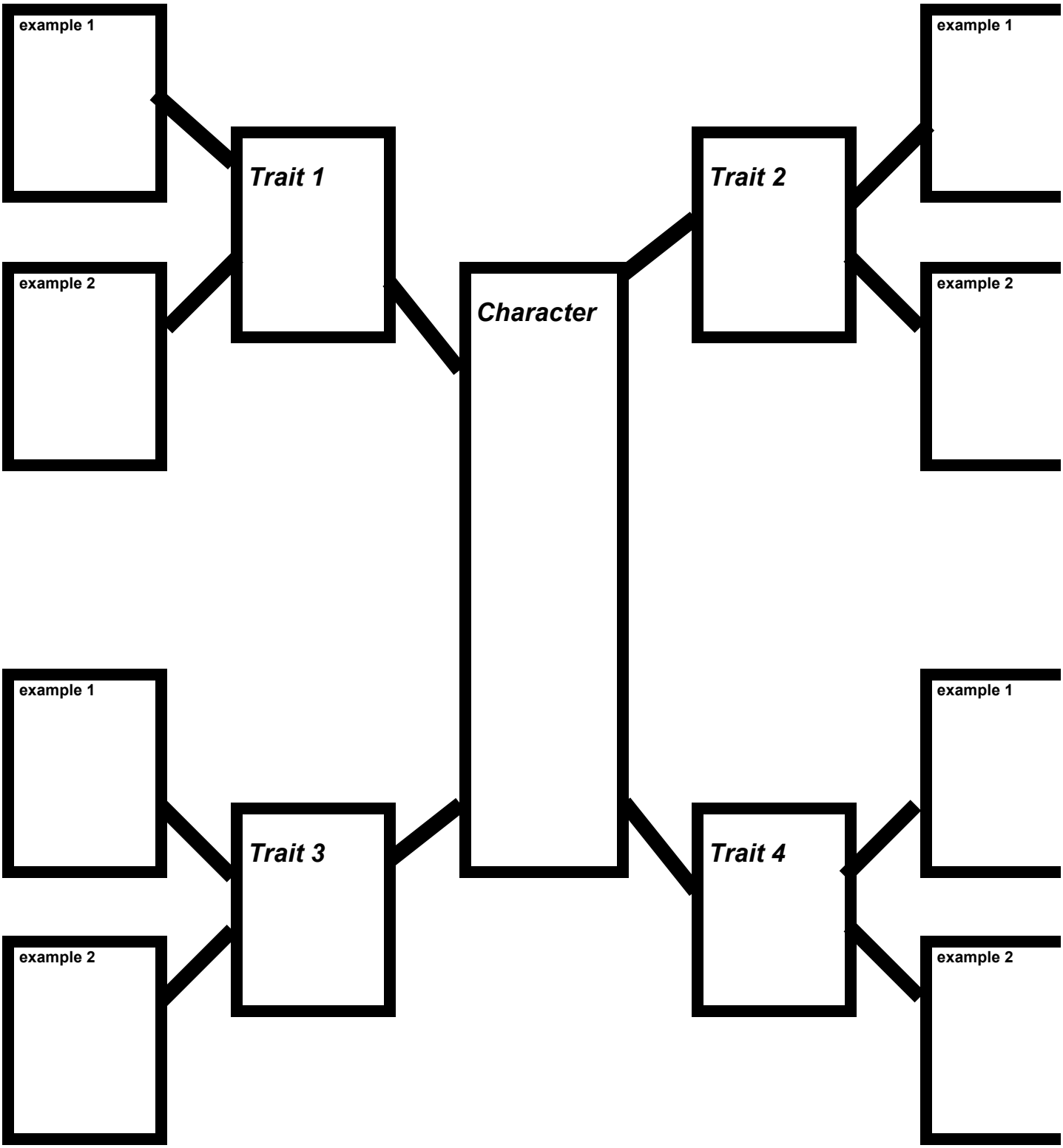
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 18

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are odori classes?

There are several traditional dances in Japan, but the one of the most famous and common dance is Bon dance, which is called "Bon Odori" in Japanese. People dance Bon Dance in the Bon Festival. The Bon Festival is held every summer, in every district in every city.
https://www.youtube.com/watch?v=g58qwUQtoG8
http://bonodori.org/home.html

Odori class is a way for Papa to teach Jeanne her history and culture. Many races, religions, and cultures have classes to teach people the traditional ways.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

diverged (170)	prestigious (170)	dilemma (171)	sarong (173)	lectured (176)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 169-182

Setting	Characters	Pages
Long Beach Poly Tech	Jeanne, Radine	169-172
San Jose	Leonard Rodriguez, Jeanne, Papa, Mama	173-176
San Jose	Papa, Jeanne	176-182

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jeanne realizes she and Radine have very similar paths.
- They stayed friends until high school. Radine was asked to join sororities and date and Jeanne was left out due to her race.
- Jeanne tried out for majorette of the band. The band teacher knew she was the most qualified but had to ask the board. They had not had a Japanese student represent the school in such a visible way.
- Jeanne craves acceptance but knows she cannot participate in much because her dad will not allow her to.
- The family moved to San Jose and Papa began to farm.
- Jeanne was nominated to compete for the school carnival.
- Papa was furious when he found out what she wore.
- As they were counting the votes one of her friends heard that they were cheating and stuffing the ballot box so Lois would win.
- Leonard stuck up for Jeanne and she ended up winning.
- Papa agreed to let Jeanne be Carnival Queen if she took odori classes.
- Jeanne's gown was frilly and covered most of her from head to toe.
- When she was presented to the school they were shocked. She did not look like she did when she ran. She realized how she did not fit in and how she didn't know who she wanted to be.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Add the family's relocation to San Jose.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Advertisement

Create an Advertisement for a culturally rich class. This class does not have to be related to Odori. It can be based on something you know for your religion, culture, or ethnicity. Advertise a tradition that you have. Include the following:

What is your class?

Where will it be held? Time and Place

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Why should people come? What will they gain by learning about a new culture or tradition?
What will be involved in the class? What will be on the agenda?

Open Mind Portrait
Add to the OMP for Papa. Include his thoughts on Jeanne assimilating to American culture. What does he think about her friends? Her lack of tradition? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Radine and Jeanne both came from the same ghetto area; why did Radine have more friends and more opportunities than Jeanne?
2. Jeanne had more experience than any other girl—do you think the band director should have had to ask permission to "hire" Jeanne or picked based on experience? How would you defend that during this time period?
3. Do you think changing schools helped Jeanne to be nominated to the Carnival Court?
4. Papa is very traditional and Jeanne wants to fit in as a "normal" high school student—do you think this conflict still occurs in immigrant families? Is there a balance?
5. Leonard catches the staff miscounting the ballots. Why do you think it was so important to him to get Jeanne on the court?
6. "Acceptance is another means for survival", p. 179. Do you agree or disagree with this quote? Why or why not?
7. Why does Jeanne start to doubt herself at the Carnival Coronation?

9. Analyze Analyze the key paragraph.

Key Passage, p. 169

"That bow was from the world I wanted out of, while the strutting, sequined partnership I had with Radine was exactly how I wanted my life to go. My path through the next few years can be traced by its relationship to hers. It was a classic situation."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Her three-year internment in Manzanar pressured Jeanne to want to reject her Japanese ancestry. How has hating the bow from her father, becoming a majorette, and running for Carnival Queen helped her reject all she knew? Do you think it is appropriate for her to want out of her world?

Write an argument. Introduce your claim, distinguish the counter claim. Develop claims fairly. Use words, phrases, and clauses to link sections of the text. Establish and maintain formal style. Conclude with a statement that follows from and supports your claim.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 19

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Why do you think the camps were not preserved?

Manzanar and the other internment camps represented a horrible time in United States History. The internment of the Japanese Americans was done out of fear. However, the internment was justified as necessary for maintaining order and safety for the Japanese. Whatever the reason, the camps were a piece of history that no one is proud of. If the camps are gone, then there is no tangible evidence that we sent 110,000 people away for no reason. It is something the government wants to forget.

Manzanar has become a part of the National Park Service and is undergoing preservation.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

suffice (186)	obelisk (189)	alluvial (189)	inaudible (190)	murmur (190)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 183-191

Setting	Characters	Pages
Manzanar	Jeanne, James Houston, Jeanne's Children	185-191

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jeanne spent much of her life trying to make sense of her time at Manzanar.
- She could not understand the period in history and people's reaction to being of Japanese ancestry.
- She recounts stories of people being cruel and horrible.
- She and her husband finally take their children to the camp. It is the first time she has been back.
- She describes Manzanar as a boomtown. Growing out of nothing and then disappearing—almost as quickly as it came.
- She goes to the grave memorial but will not go in.
- As they scan the camp there is little left. The guard tower, the obelisk, and many of the rock gardens.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Track Jeanne's trip back to camp. Make sure you include the landforms that surround the camp.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Chalk Drawing
Have students create a chalk drawing based on descriptions from pages 188-191. What does camp look like now?

Found Poem
Have students write a Found Poem using the pages read. Using words, passages, phrases, lines from the passage have students arrange and format the excerpt to compose their own poem.

Open Mind Portrait Jeanne
Include what you think her thoughts are as she returns to camp. What is she thinking and feeling as she sees the remains of camp? As she tries to feel, see, and smell the surrounding area? As she tries to understand what she inherited from her father? Add 3-5 new thoughts to your OMP.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did it take Jeanne so long to grasp who she was supposed to "be" once she left Manzanar?
2. How did the camps strip people of their traditions and beliefs?
3. Do you think that stripping people of their traditions and beliefs was the intended purpose of the camps?
4. What do you think was the intended purpose of the camps?
5. Why were the rock gardens so significant while the camp was open and when Jeanne went back 30 years later?

9. Analyze Analyze the key paragraph.

Key Passage, p. 190

"We were alone out there, too far from the road to hear anything but the wind. I thought of Mama, now seven years gone. For a long time I stood gazing at the monument. I couldn't step inside the fence. I believe in ghosts and spirits. I knew I was in the presence of those who had died at Manzanar. I also felt the spiritual presence that always lingers near awesome wonders like Mount Whitney. Then, as if rising from the ground around us on the floor, I began to hear the first whispers, nearly inaudible, from all those thousands who once had lived out here, a wide, windy sound of the ghost of that life. As we began to walk, it grew to a murmur, a thin steady hum."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The year is 1972. You have just revisited Manzanar, which has brought back a lot of memories. **Write a letter to President Nixon. Explain to him who you are and remind him of the poor reflection on this nation's record. Tell him what the camp was like when you were sent there in 1941. Then tell him what you saw and felt upon your return. Explain to him why the camp is haunted by the whispers of 10,000 people. Remind him that this country still has not made right on the wrong it did to its loyal Japanese citizens.**

Write a statement-what do you think the United States government should do for the Japanese American citizens interned at any of the camps? Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

You will use this claim as the basis for your final writing product.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 20

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

How did the Civil Liberties Act of 1988 affect the Japanese American's interred during World War II? What was Congress's role?

The Civil Liberties Act of 1988 acknowledged the injustices done to the Japanese Americans during World War II. The Act apologized on behalf of the American Government and people for the war relocation program and general mass hysteria. In addition, it provided for public education about the internment to help prevent another similar event. The Japanese who were interred or their ancestors were offered restitution. This Act was also used globally to show that the United States was against human rights violations.
http://americanhistory.si.edu/perfectunion/resources/touring.html
http://www.civics-online.org/library/formatted/texts/civilact1988.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

subterranean (192)	periscope (192)	comprehensible (195)	defiance (197)	inheritance (198)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read *Farewell to Manzanar,* p. 191-203

Setting	Characters	Pages
Manzanar	Jeanne, Ko, Mama	191-203

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jeanne and her family continue to visit the remains of the camp.
- She is able to recall all of the things she did and learned while she was there.
- The kids had been out searching for a trinket and came back chaffed and chapped. She realizes that this is no place for kids. Her husband returns them to the car.
- She stays behind; seeing, feeling, and smelling the camp.
- She is looking for signs—she sees rock gardens and doorsteps.
- She then remembers her father's last act of defiance . . .he left to buy a car to take them home in.
- Upon his return he was drunk and made the family go for a ride.
- They toured the camp and he was driving wildly—he kept waving at people and telling them to have fun on the bus.
- He wanted to leave camp on his terms and in style. They did so in the car.
- Jeanne realizes that the camp is a big part of her and she doesn't want to lose it. She knows it is an important part of her history.
- She learns that she is the person she is today based on those experiences.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Complete the maps you have made so far.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Plot Profile Chart
Have students create a Plot Profile Chart for a chapter. Choose 10 events that are most impactful. Based on a scale of 1-10 rate them based on their intensity. Use this chart to help you summarize the chapter.

Character Profile Chart
Complete your last CPC on Jeanne. Have students look at the person she has become as they fill out the chart. Cite examples from the text to support your traits.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Jeanne realizes that the camp is abandoned and most of the relicts that are human have been taken away. Why is this bothersome to her?
2. The builders of the flag circle inscribed a.d. after the date, why is this significant?
3. When Jeanne is at the firebreak she remembers pleasant things. Is it possible to have good memories in this situation? What does it say about Jeanne's character?
4. Do you think that Jeanne's kids will understand about the internment?
5. Is it important for us to know this piece of American History? What can we learn by it?
6. She recalls her father bringing the car back. Why was it important for Papa to leave camp in a car and on his own terms?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 192

"BUILT BY WADA AND CREW, JUNE 10, 1942 A.D."

"The A.D. made me shiver. I knew that the man who inscribed it had foreseen these ruins and did not want his masonry identified with the wrong era. His words coming out of the stone became a voice that merged with all the others, not a murmur this time, but low voices muttering and chattering all around me…."

Read the Civil Liberties act of 1988 available on the website below.
http://www.pbs.org/childofcamp/history/civilact.html

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about how the injustices of internment and living in a society that saw American citizens as foreigners affected them. What reparations and restitution would be sufficient?

Define repartition.
Define restitution.
List three of each and state why that would be sufficient for you.

You will use this to assist you in writing your final writing project.

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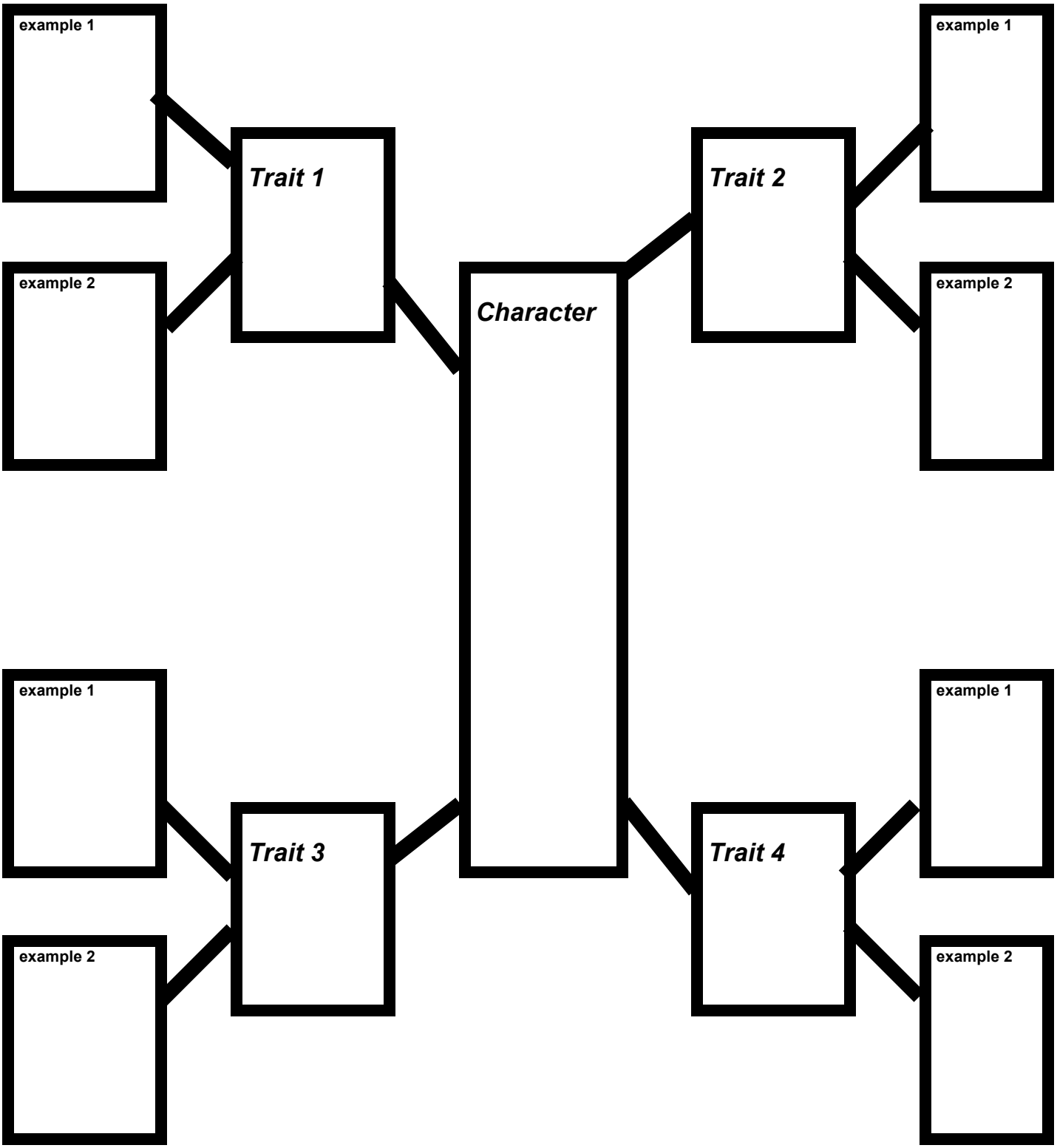
4g6 Character Profile Chart



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3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity Description										
Event	1	2	3	4	5	6	7	8	9	10

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 21

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

The Human Minimum

Task: Write an argument essay in the form of a letter to President Clinton. Use at least three different rhetorical devices to convince him how wrong it was to imprison loyal Japanese Americans during World War II.
Directions: Pretend you are Jeanne Wakatsuki. It is October 1, 1993. You have just read the open letter to all Japanese Americans written by Bill Clinton.
http://www.pbs.org/childofcamp/history/clinton.html
This prompts you to pull out all the old letters that you have written to presidents over the past 50 years (These are your 15 writing tasks, written over the past three weeks).

- Read them over.
- Divide them into three categories:
    - Life before the war,
    - Internment, and
    - Life after internment.
- Within each pile choose one or two that you feel are particularly strong paragraphs.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 22

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented

Gather the entries that you chose yesterday.

Use these entries to write a new letter to President Clinton in response to his.

Thank him for his letter and strongly reinforce how much it means to you. *You may do this by explaining to him that you have been in correspondence with many presidents over the past fifty years in response to the mistreatment of Japanese Americans during WWII by the United States Government.*

Reiterate to him by using examples from your own life (the information from your snapshots) how much this apology, the admission of wrongdoing, and the reparations mean to you.

Your Letter will need a strong thesis.

Each paragraph that follows ought to provide strong evidence in the form of a rhetorical device in order to back up the claim of your thesis. **You must convince him that he has DONE THE RIGHT THING**. Choosing strongly written paragraphs that make good use of the rhetorical devices you have used will make your letter strong.

Remember that one paragraph must flow into the next. In order to produce this effect, you may have to re-write some sentences or paragraphs. You may also need to add leading or unifying sentences at the beginning or end of paragraphs to aid your reader in following the direction of your argument.

Your letter must end with a conclusion. In an argument essay, your final paragraph ought to strongly re-iterate your main points and appeal to the reader to make the right choice or decision. In this case you ought to reassure President Clinton that he and his government have done the right things, finally, to correct this severe injustice.

Be sure to convey your gratitude and respect for his words and actions.

End your letter with a respectful farewell. Don't forget to sign it.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 23

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

Format and Edit Your Letter

- Type your letter.
- Spellcheck it.
- Save it.
- Print and trade with a peer.
- Edit each other's letters by providing answers to the following questions:
    - List at least three rhetorical devices found in this letter.
    - I would like to hear more about…
    - I am not sure I fully understand…
- Revise your letter. Save and print again.
- Place this piece with your other exemplary writing samples inside your portfolio.

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Character Based Literacy Program Lesson Plan
Farewell to Manzanar, Day 24

Outcomes for Today – Community Explorations

Farewell to Manzanar is a true story of a girl and her family that were imprisoned for being Japanese American's during WWII. They were put in prison for their race. In many ways this is the ultimate injustice.

As an extra class project have students prepare to explore their community.

1. As a class define: Social Justice
2. Have students explore their community for things they feel are unjust. Is there a group of people in the community that are being treated unfairly? What about a population of people here whose homeland is affected by terror, war, or famine etc.
3. Have students report their findings.
4. Community Action. Once students have reported their findings have them think of ways they can take action to help their community. This can be in the form of a letter writing campaign, phone calls, collection, or community service. It can be as big or as small as you want to make it.
5. Make sure the students lead this community exploration.
6. Have them journal their findings, their solution, and their experience taking action.

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