

# Character Based Literacy Program

## Independent Study Lesson Plan

### *Farewell to Manzanar*, Introduction



## PREPARE

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

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**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.

*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

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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/>

## Timeline

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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

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Look in your city or at your local university for a Japanese Garden to visit.

A virtual tour and educational resources can be found at:  
<http://www.csulb.edu/~jgarden/>

### **Additional reading support**

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- *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

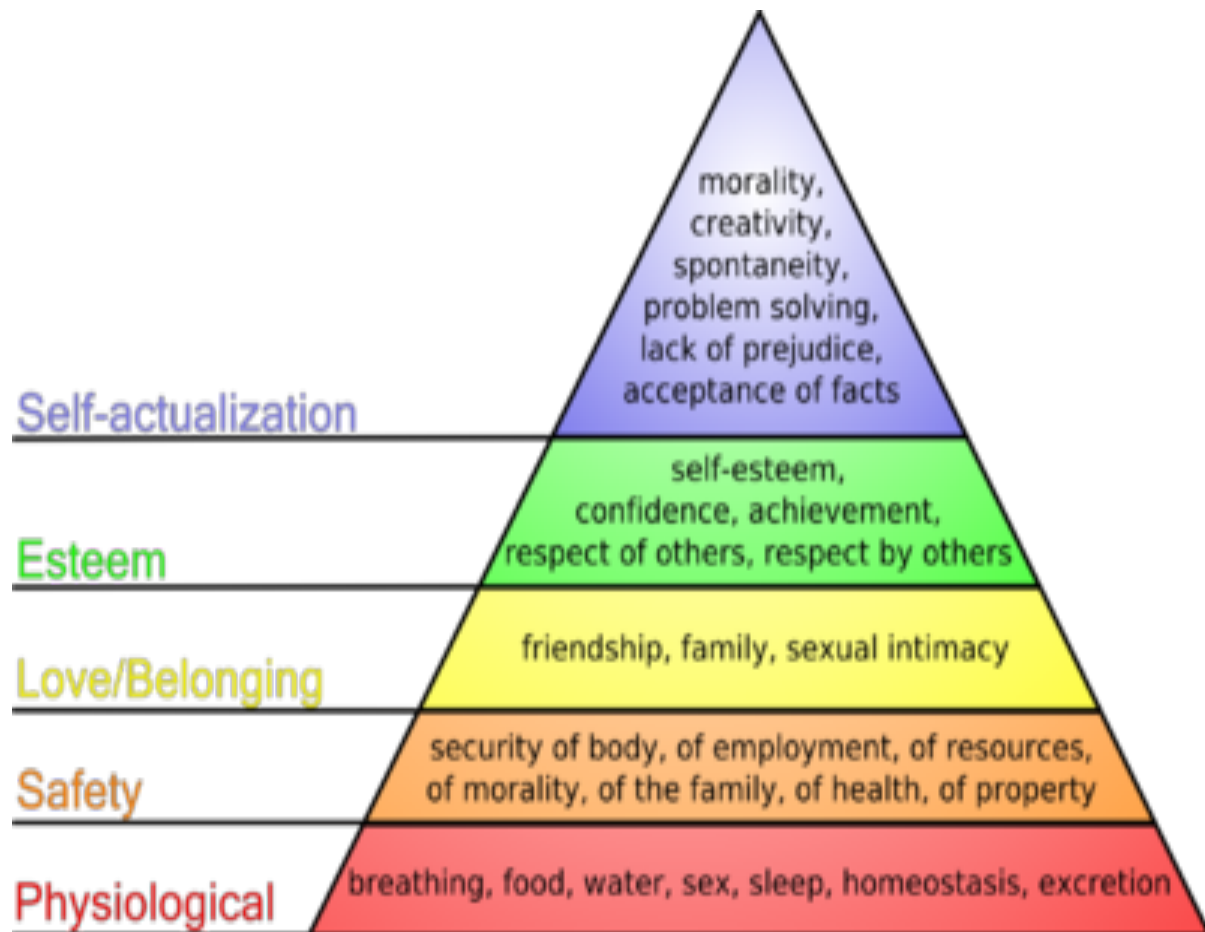
### **Possible community exploration project**

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*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 project, you can prepare to explore your community.

1. Define "Social Justice"
2. Explore your community for things you 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. Create a report of your findings.
4. Community Action: Once you have reported your findings, think of ways you can take action to help your 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. Journal about your findings, your solution, and your experience taking action.



## Rhetorical devices worksheets

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As the final assignment for this book is to be an argumentative essay, please review the 9 rhetorical devices found on the sheet entitled “**Rhetorical Devices Scavenger Hunt.**”

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

After writing, it is suggested that you catalogue your journal entries on the “Rhetorical Devices Worksheet” provided. Throughout the three-week-period, label your 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 you to begin to identify different devices and will serve as a guide when it comes to deciding which devices you ought to use to make the best argument when it comes time to write your final essay.

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

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

|                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evidence</b><br><br>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.                                                                                                 | <b>Anecdote</b><br><br>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.                                                                                   | <b>Quotation</b><br><br>Something someone said or wrote that supports your thesis.<br>Who said or wrote the quotation might or might not matter, but it must be well said and make your point.                                                     |
| <b>Commonly Accepted Belief</b><br><br>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. | <b>Expert Opinion</b><br><br>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. | <b>Law</b><br><br>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]. |
| <b>Appeal to Logic</b><br><br>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.                                                                          | <b>Appeal to Emotion</b><br><br>A statement or question that provokes one or more emotion and results in the reader or hearer being more receptive to your thesis.                                                                                                                       | <b>Agreements</b><br><br>A statement that constitutes an agreement between persons or within a larger group, professional association, or other body, and supports your thesis.                                                                    |

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

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

|                                 |                          |                   |
|---------------------------------|--------------------------|-------------------|
| <b>Evidence</b>                 | <b>Anecdote</b>          | <b>Quotation</b>  |
| <b>Commonly Accepted Belief</b> | <b>Expert Opinion</b>    | <b>Law</b>        |
| <b>Appeal to Logic</b>          | <b>Appeal to Emotion</b> | <b>Agreements</b> |

# Character Based Literacy Program

## Independent Study Lesson Plan

### *Farewell to Manzanar, Week 1*



## PREPARE

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

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**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?

What is a cannery?

What are acceptable living conditions?

What is family? Why is family important?

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

**Word Wall** Here are vocabulary words to add to the Word Wall.

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|                     |              |                  |                 |                |
|---------------------|--------------|------------------|-----------------|----------------|
| emigration (xiii)   | alien (xiii) | armada (5)       | fedora (7)      | arrogance (8)  |
| Caucasian (11)      | ghetto (11)  | barracks (12)    | minority (15)   | pelted (18)    |
| scrounged (24)      | cubicle (26) | surplus (29)     | evacuation (30) | typhoid (30)   |
| abundant (35)       | feeble (36)  | sociologist (37) | internee (39)   | promenade (40) |
| hallucinations (47) | samurai (47) | feudal (49)      | patron (51)     | glaring (53)   |

## READ

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

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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

**Read** Read the selection.

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Read *Farewell to Manzanar* p. xi-53

## RESPOND

**Timeline** List the 15-20 most important on the timeline.

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Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

**Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

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### Map

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

- Add Terminal Island, Long Beach Navy Yard, Boyle Heights, and Owens Valley
- Create a map of Manzanar: <http://www.nps.gov/manz>
  - A virtual map is located on the above site in the park tools section.
  - Create a map of the camp and chart the characters movements.
- Map—add to the 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

### Chart

Create a chart of Japanese terms used in the book on page xv.

## EXPLORE

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

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### 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?

### 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?

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?

### **Manzanar Camp Photos**

<http://www.nps.gov/manz/>

<http://memory.loc.gov/ammem/aamhtml/aamabout.html>

Take a virtual tour of the camp and explore the camp photos. Print photos for your class and write captions for the pictures. What do you think the people see, hear, or are thinking in the pictures?

### **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.

### **Create a "Grunion Family Wall"**

Using page 38 as an example, make a grunion. Write one thing you like to do as a family, or, if you want to have a family in the future, one thing you want your future 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>

### **KWL Chart**

Create a KWL Chart on the Japanese Class System.

### **Emigration Chart**

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

### **Compare and Contrast—Venn diagram**

Create a Venn diagram.

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.

## **Discussion**

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### **Key Questions, p. xi-9**

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 do 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 don't know what Pearl Harbor is? Why?
7. *"That night Papa burned the flag he had brought with him from Hiroshima thirty five years earlier"* (p. 6). What is the significance of Papa burning the flag?
8. Papa does all he can to keep his dignity. If you were in this situation what would you do to maintain your dignity?

### **Key Questions, p. 10-22**

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?

#### **Key Questions, p. 23-34**

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 role 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?

#### **Key Questions, p. 35-47**

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 liked the stories of the saints and martyrs? Do you think those stories help her cope? How?

**Key Questions, p. 47-53**

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?

**EXTEND**

**Write** Write a short product based on today's prompt to connect to the unit theme.

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**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).

**Writing Prompt**

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 one 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 from and supports the argument presented.**

**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 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” (p. 16).

### **Writing Prompt**

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 an argument in which you agree or disagree with the teacher and her role as a teacher during this time in history. Introduce a claim and 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 from and supports the argument presented.**

### **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....” (p. 33).

### **Writing Prompt**

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.**

### **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 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*’” (p. 38).

### **Writing Prompt**

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) 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.**

### **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..." (p. 47).

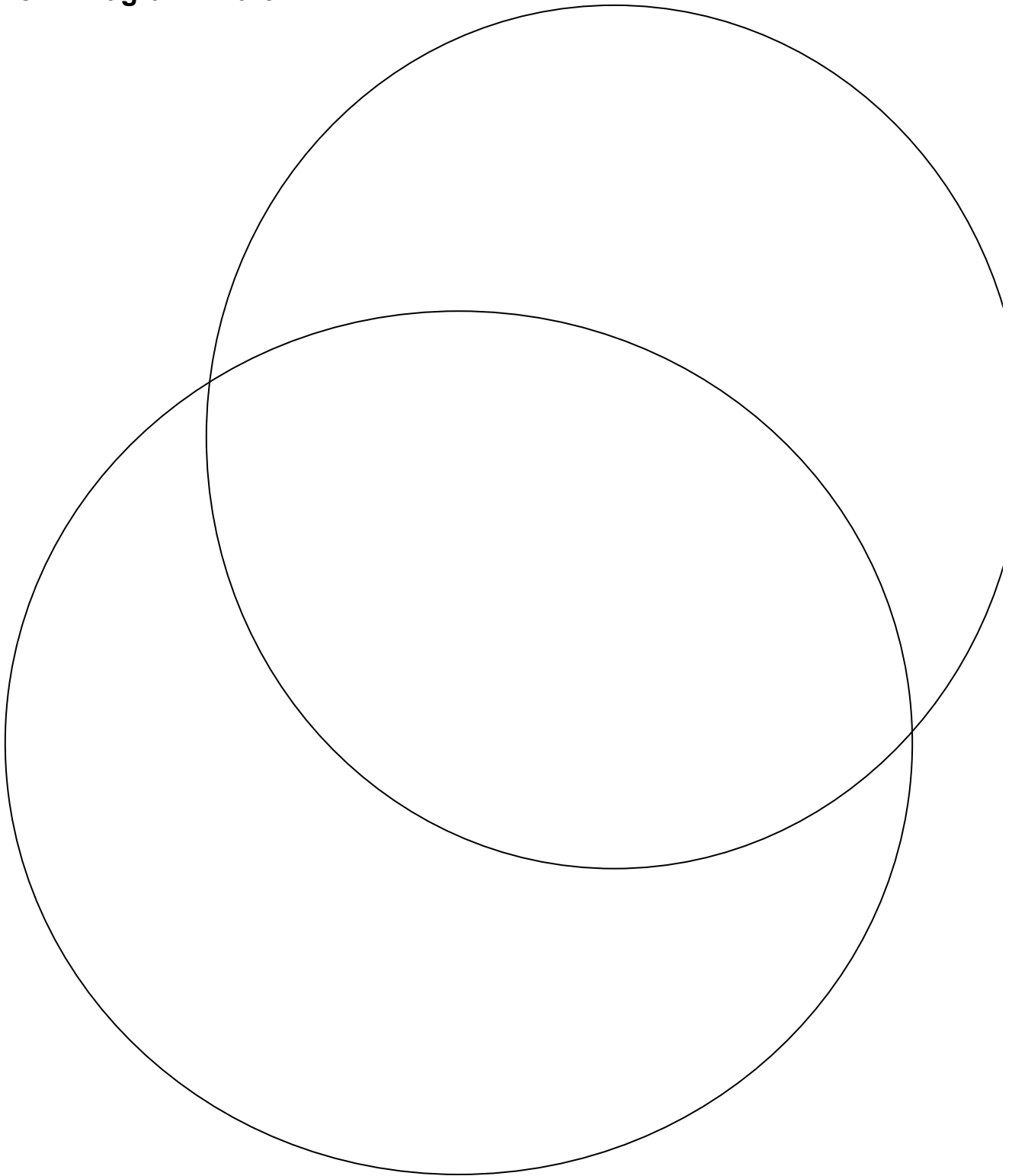
### **Writing Prompt**

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 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.**

## 6g6 Venn Diagram Chart



# Character Based Literacy Program

## Independent Study Lesson Plan

### *Farewell to Manzanar, Week 2*



## PREPARE

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

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**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?**

**What is loyalty?**

**What is compassion?**

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

**What is optimism? How can it help you?**

**Word Wall** Here are vocabulary words to add to the Word Wall.

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|                |                 |                  |                 |                   |
|----------------|-----------------|------------------|-----------------|-------------------|
| squabble (54)  | defer (54)      | vanity (55)      | arrogance (55)  | tyrant (58)       |
| regiment (60)  | commander (61)  | fleet (61)       | protest (62)    | interrogator (63) |
| brooding (65)  | lurching (66)   | accumulated (73) | festered (73)   | vigilante (75)    |
| reservoir (78) | perimeter (78)  | debris (78)      | allegiance (81) | disloyal (86)     |
| tolerable (95) | inevitable (98) | alluvial (99)    | ailments (100)  | induct (101)      |

## READ

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

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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

**Read** Read the selection.

---

**Read *Farewell to Manzanar*, p. 53-103**

## RESPOND

**Timeline** List the 15-20 most important on the timeline.

---

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

**Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

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### Map

- Add Papa's stops in the North West and the places they stopped in California.
- Add Fort Lincoln, North Dakota.
- Add the reservoir hut.
- Add the gardens and school buildings and Barack 28.

## EXPLORE

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

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### Create an Invitation and Menu

Using p. 57 for a reference, create an invitation to Mama and Papa's 25<sup>th</sup> 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.

### Acrostic Poem

Using the word LOYALTY, write an acrostic poem using all of the letters.

### Collage

Using the definition of loyalty you found, create a collage that visually represents loyalty.

### 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.

### **Research Symbols**

Compare and contrast the national symbols of the United States and Japan. Have them label the symbol and write its significance.

### **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**

Create your own family crest. On a sheet of paper, make an outline of a shield. Draw symbols that represent your:

History;

Future;

Family;

Beliefs.

Include a motto.

On the back, write what the shield symbolizes and how it represents you and your family.

### **Art Mediums**

Investigate Japanese Art forms: origami, calligraphy, poetry, and martial arts. Then, make an Origami Figure.

[http://www.education-world.com/a\\_lesson/01-1/lp235\\_03.shtml](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, write a Haiku Poem.

**Line 1:** 5 syllables

**Line 2:** 7 syllables

**Line 3:** 5 syllables

## Discussion

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### Key Questions, p. 53-59

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?

### Key Questions, p. 60-64

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?

### Key Questions, p. 65-77

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?

### Key Questions, p. 78-91

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?

### **Key Questions, 92-103**

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?

## **EXTEND**

**Write** Write a short product based on today’s prompt to connect to the unit theme.

---

### **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” (p. 58).

### **Writing Prompt**

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.**

**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?” (p. 64).

**Writing Prompt**

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.**

**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” (p. 71).

**Writing Prompt**

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.

**Key Passage, p. 82**

“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” (p. 82).

### **Writing Prompt**

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.**

### **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” (p. 98).

### **Writing Prompt**

“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.**

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 |

# Character Based Literacy Program

## Independent Study Lesson Plan

### *Farewell to Manzanar, Week 3*



## PREPARE

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

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**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?**

**What is the historical significance of the 442<sup>nd</sup> Combat Regiment?**

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

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

**What is Hiroshima?**

**Word Wall** Here are vocabulary words to add to the Word Wall.

---

|                    |                   |                     |                 |                  |
|--------------------|-------------------|---------------------|-----------------|------------------|
| aristocratic (109) | shrine (109)      | extraordinary (113) | orphan (113)    | elaborate (113)  |
| isolation (118)    | transfusion (118) | detachment (120)    | intimacy (120)  | impish (123)     |
| upheld (125)       | rescinded (126)   | propaganda (127)    | grotesque (127) | assimilate (128) |
| cultivation (133)  | quota (134)       | cooperative (138)   | neglect (138)   | sustenance (140) |
| recollection (143) | intently (143)    | confiscated (144)   | reception (146) | rouses (146)     |

## READ

**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

**Read** Read the selection.

---

**Read *Farewell to Manzanar* p. 104-148**

## RESPOND

**Timeline** List the 15-20 most important on the timeline.

---

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

**Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

---

### Map

- Add to your map. Include the surrounding geography and where the classes took place. <http://www.nps.gov/manz/>
- Include the places the family is relocating to. Do not forget the members that are in military training and who are stationed overseas fighting.
- Create a map of Japan, including Hiroshima, Nagasaki, and Ke-Ke

## EXPLORE

**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

Do a chalk drawing that represents the activities that Jeanne participated in from pages 104-116. You could represent the campout, her many classes, school, or religion.

### 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.

### 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?

**Character Education at the Markkula Center for Applied Ethics**

[www.scu.edu/character](http://www.scu.edu/character)

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### **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. List 3-5 items per section about the chapter.

### **War Rations**

Create a poster to convince people to help the War Time Effort. You can advertise:

- Bonds
- Ration Books
- Recycling

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

## **Discussion**

---

### **Key Questions, p. 104-116**

1. Why is it important to have a pattern, schedule, or sense of normalcy?
2. Many outside people came 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 to the church in times of trouble? Think about the need to belong to a group.

### **Key Questions, p. 117-124**

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?

### **Key Questions, p. 125-132**

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?

### **Key Questions, p. 133-141**

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?

### **Key Questions, p. 142-148**

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?

## EXTEND

**Write** Write a short product based on today's prompt to connect to the unit theme.

---

### **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" (p. 116).

### **Writing Prompt**

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.**

### **Key Passage, p. 123**

"...The 442<sup>nd</sup> 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" (p. 123).

### **Writing Prompt**

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.**

**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” (p. 126-127).

**Writing Prompt**

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.**

**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” (p. 139).

**Writing Prompt**

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 and acknowledge the counter claim. Develop your claim and counterclaim fairly. Provide 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.**

**Key Passage, p. 148**

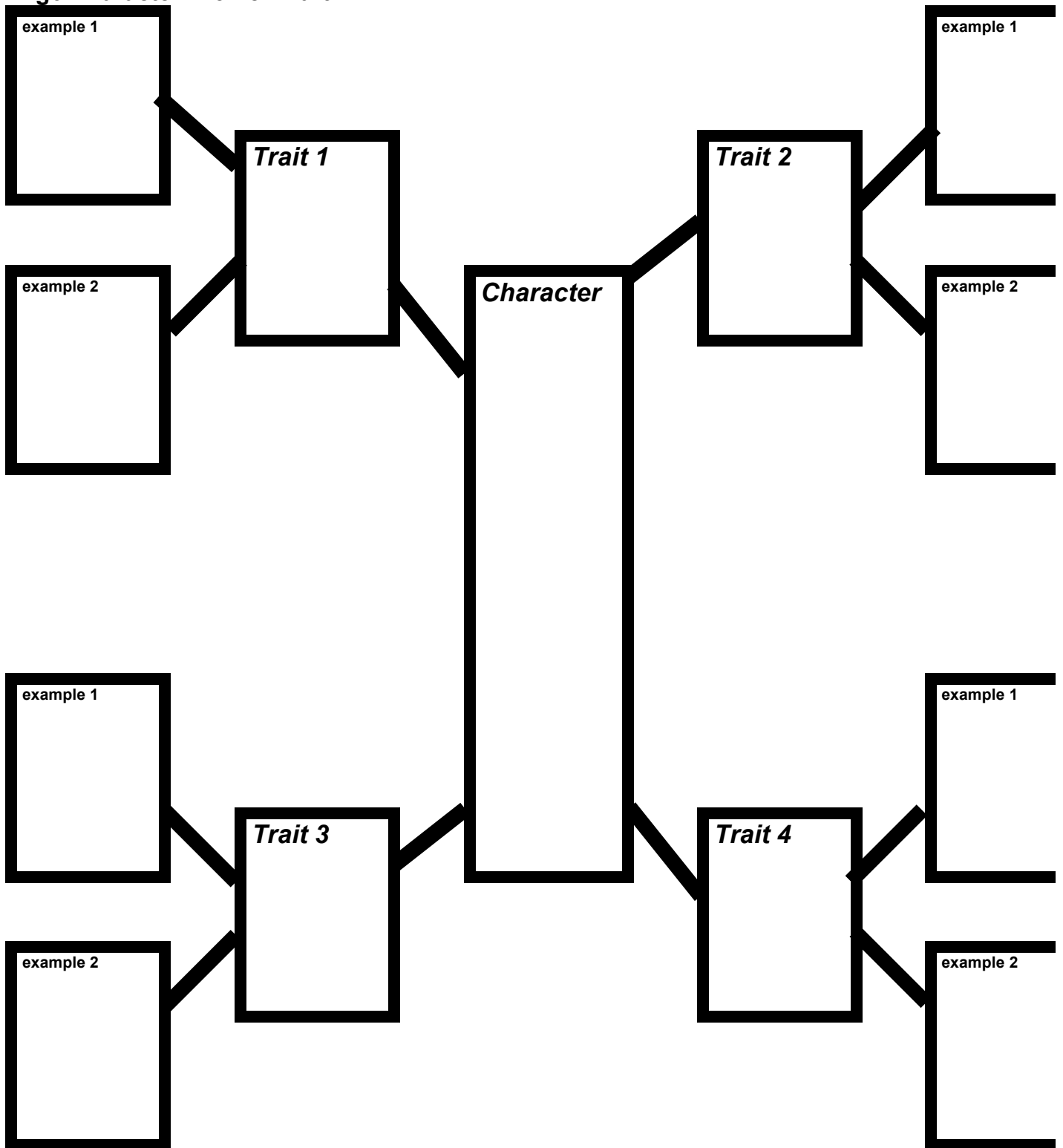
“Tell me about him, Auntie. Tell me how he dressed as a young man, how he walked, and what he did for amusement. Tell me everything you can remember” (p. 148).

**Writing Prompt**

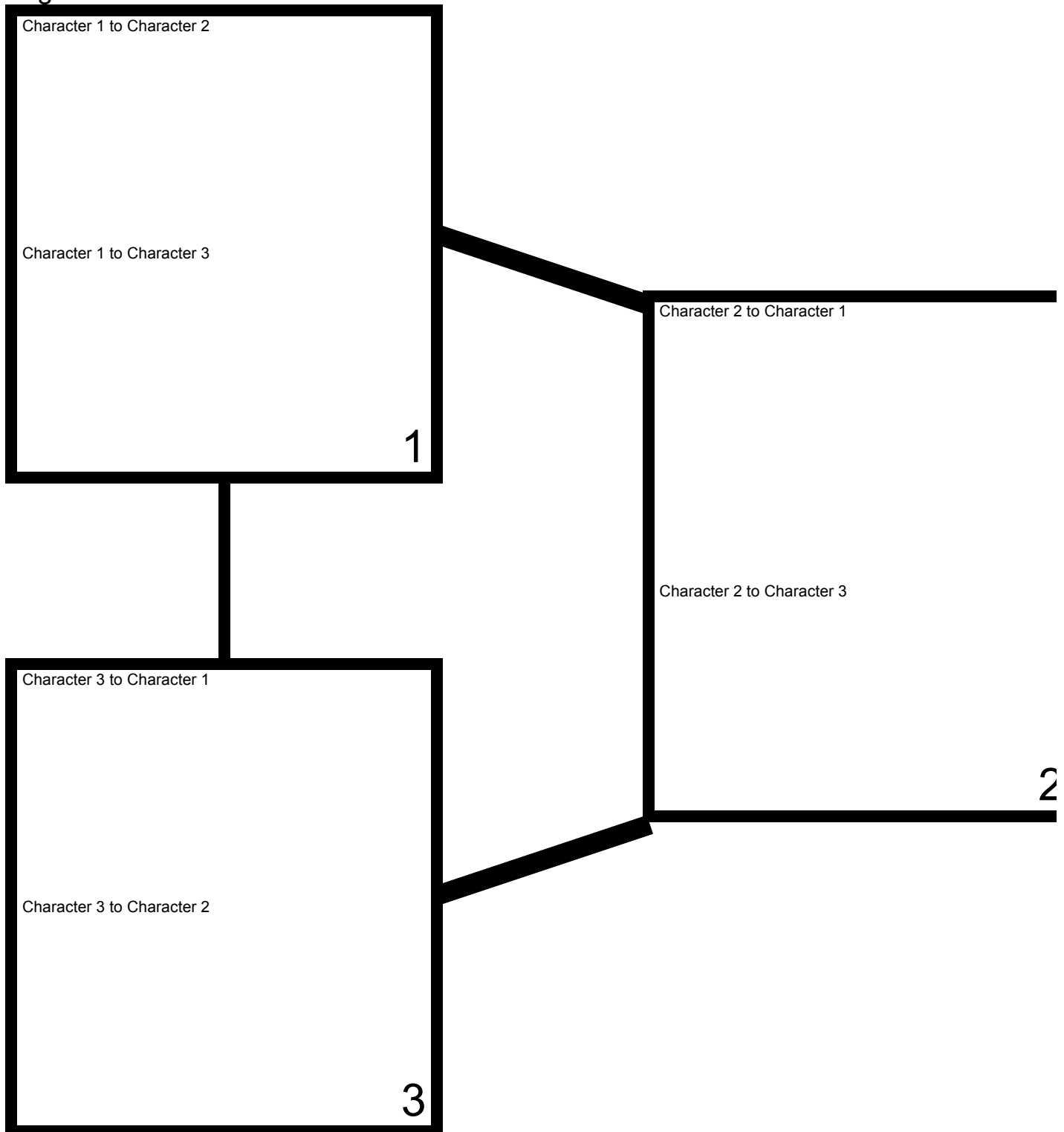
Woody has an opportunity to meet his father’s family. This meeting gives him great insight about his father. Pretend you are Woody and write a letter to your family. Using details from the chapter and from what you learned from your aunt, tell your family about “your father”. Give them details about 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.**

## 4g6 Character Profile Chart



## 5g6 Character Interaction Chart



# Character Based Literacy Program

## Independent Study Lesson Plan

### *Farewell to Manzanar*, Week 4



## PREPARE

**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?

Is being benevolent a good quality trait?

What are *odori* classes?

Why do you think the camps were not preserved?

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

**Word Wall** Here are vocabulary words to add to the Word Wall.

---

|                    |                 |                      |                  |                   |
|--------------------|-----------------|----------------------|------------------|-------------------|
| lethargy (149)     | disdain (149)   | indifference (152)   | undermine (154)  | receded (155)     |
| benevolent (157)   | affirmed (161)  | baton (162)          | firebreaks (162) | tramped (164)     |
| prestigious (170)  | diverged (170)  | dilemma (171)        | sarong (173)     | lectured (176)    |
| suffice (186)      | obelisk (189)   | alluvial (189)       | inaudible (190)  | murmur (190)      |
| subterranean (192) | periscope (192) | comprehensible (195) | defiance (197)   | inheritance (198) |

## READ

**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

**Read** Read the selection.

---

Read *Farewell to Manzanar*, p. 149-203

## RESPOND

**Timeline** List the 15-20 most important on the timeline.

---

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

**Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

---

### Map

- Add the places the family passes on their way back to Los Angeles.
- Create a map of their local neighborhood on Terminal Island. Add the places where Papa goes to fish.
- Add the family's relocation to San Jose.
- Track Jeanne's trip back to camp. Make sure you include the landforms that surround the camp.
- Complete your maps.

## EXPLORE

**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?

### 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 Angeles area? Add 3-5 new thoughts to your OMP's.

### 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.

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

## **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

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.

## **Chalk Drawing**

Create a chalk drawing based on descriptions from pages 188-191. What does camp look like now?

## **Found Poem**

Write a Found Poem using the pages read. Using words, passages, phrases, lines from the passage, arrange and format the excerpt to compose your 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.

## **Plot Profile Chart**

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. Look at the person she has become as you fill out the chart. Cite examples from the text to support your traits.

## **Discussion**

---

### **Key Questions, p. 149-156**

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 Angeles 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?

### **Key Questions, p. 157-168**

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 to?
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?

### **Key Questions, p. 169-182**

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?

### **Key Questions, p. 183-191**

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?

### **Key Questions, p. 191-203**

1. Jeanne realizes that the camp is abandoned and most of the relics 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?

## **EXTEND**

**Write** Write a short product based on today's prompt to connect to the unit theme.

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### **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" (p. 152).

### **Writing Prompt**

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.**

### **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" (p. 158-159).

### Writing Prompt

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.**

### 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” (p. 169).

### Writing Prompt

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.**

### 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” (p. 190).

### Writing Prompt

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.

**Key Passage, p. 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...” (p. 192).

Read the Civil Liberties act of 1988 available on the website below.

<http://www.pbs.org/childofcamp/history/civilact.html>

**Writing Prompt**

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?

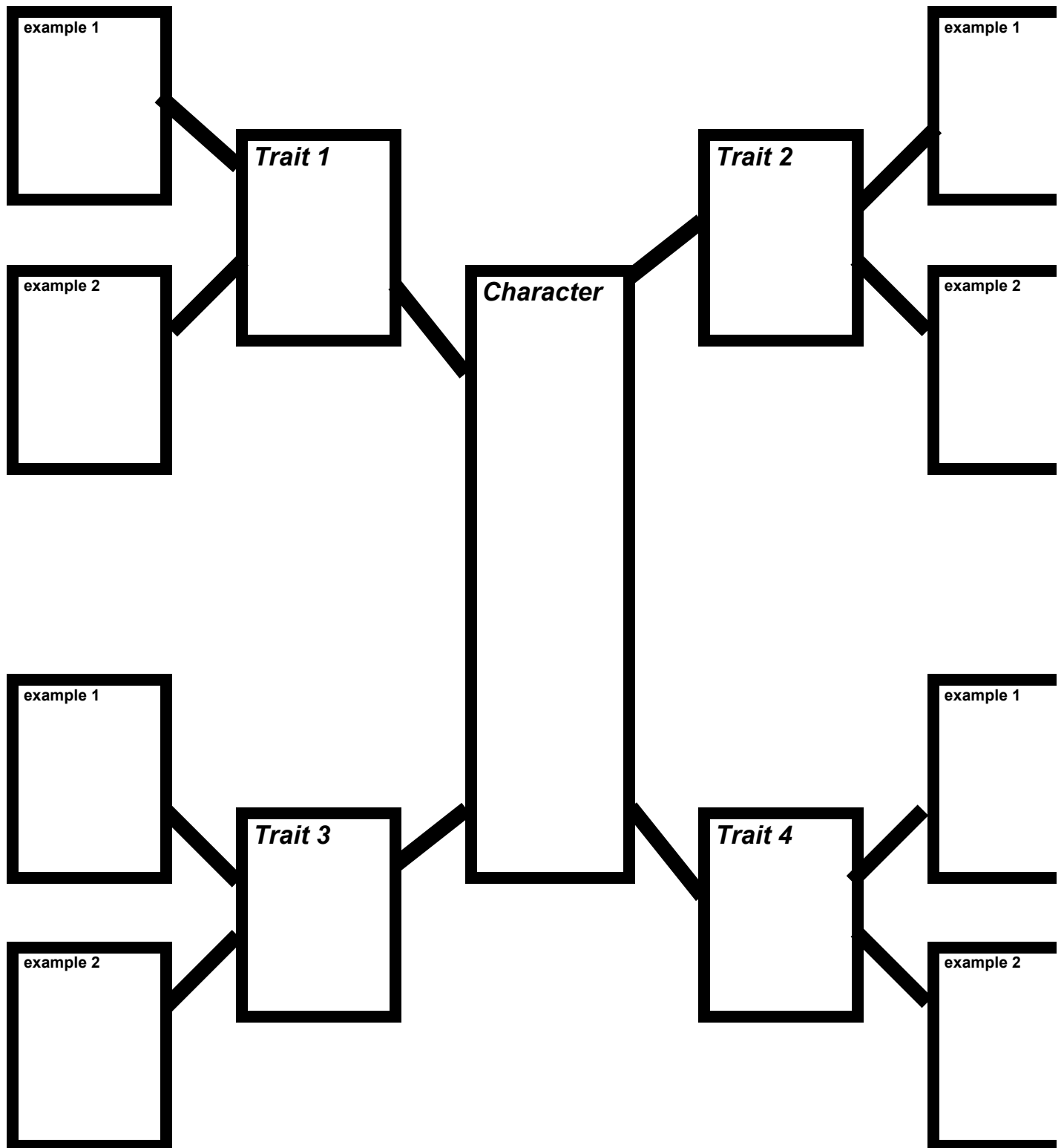
**Define repartition.**

**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.

# 4g6 Character Profile Chart



**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 |

# Character Based Literacy Program

## Independent Study Lesson Plan

### *Farewell to Manzanar, Final Writing Product*



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

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**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.

#### *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.

#### **Gather the entries that you chose.**

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.

**Character Education at the Markkula Center for Applied Ethics**

[www.scu.edu/character](http://www.scu.edu/character)

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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.

### **Format and Edit Your Letter**

- Type your letter.
- Spellcheck it.
- Save it.
- Print and edit your letter.
- Revise your letter. Save and print again.
- Place this piece with your other exemplary writing samples inside your portfolio.