

Teacher Guide

Grades 7–8

Farewell to Manzanar

Jeanne Wakatsuki Houston
and James D. Houston

NOVEL UNITS[™]

NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

ecslearningsystems.com

FAREWELL TO MANZANAR

by
Jeanne Wakatsuki Houston
and James D. Houston

Teacher Guide

Written by
Sharan Farmer

Note

The 2012 Ember paperback edition of the book, ©1973 by James D. Houston, was used to prepare this guide. The page references may differ in other editions. Book ISBN: 978-0-307-97607-9

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

ISBN 978-1-60878-532-2

Copyright infringement is a violation of Federal Law.

© 2015 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of ECS Learning Systems, Inc. Printed in the United States of America.

ECS Learning Systems, Inc. recommends that the purchaser/user of this publication preview and use his/her own judgment when selecting lessons and activities. Please assess the appropriateness of the content and activities according to grade level and maturity of your students. The responsibility to adhere to safety standards and best professional practices is the duty of the teachers, students, and/or others who use the content of this publication. ECS Learning Systems is not responsible for any damage, to property or person, that results from the performance of the activities in this publication.

Publisher Information

For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslearningsystems.com

Table of Contents

Summary.....	3
About the Authors	3
Background Information	4
Characters	4
Initiating Activities	5
Vocabulary Activities	6
Seven Sections	7
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	21
Post-reading Extension Activities.....	23
Assessment	24
Scoring Rubric	31

Skills and Strategies

Critical Thinking

Brainstorming, research, predictions, analysis, decision making, drawing conclusions, identifying attributes, compare/contrast

Comprehension

Summarizing, cause/effect, main idea and details, sequencing, time line

Literary Elements

Figurative language, theme, allusion, symbolism, irony, character analysis, point of view, conflict/solution, plot development, setting

Vocabulary

Glossary, vocabulary bingo, definitions, context clues, usage, synonyms/antonyms, analogies, dictionary use, meanings of Japanese words

Writing

Journal, news article, essay, letter, haiku, speech, limerick, song lyrics, diary

Speaking/Listening

Discussion, charades, debate, speech, readers' theater, reenactment, court case, statement, role-play, interview

Across the Curriculum

History—World War II, Japanese internment, Nazi concentration camps, Pearl Harbor bombing, 442nd Regiment, Loyalty Oath, Supreme Court cases on Japanese internment, Hiroshima nuclear bomb attack, Japanese culture, Japanese immigration to U.S., President Franklin D. Roosevelt, feudal Japan, 1906 San Francisco earthquake, Depression era, civil rights, current events, September 11, 2001, genealogy; Geography—mapping; Art—blueprints, charts, handmade crafts, Japanese rock garden, sketch, Japanese wall screens, Quonset hut, book trailer, diorama, memorial design, bar graph, photography, poster; Cooking—pear and teriyaki recipes; Music—Big Band era, pop music; Drama—tableau, role-play, reenactment; Science—mosquito repellent experiment; Literature—*Anne Frank: The Diary of a Young Girl* (Frank), *Before We Were Free* (Alvarez), *Cuba 15* (Osa), *Milkweed* (Spinelli), *Night* (Wiesel), *Ghost Boy* (Lawrence); Viewing—*Farewell to Manzanar* (1976), online author interviews

Part I

Chapters 1–3

Jeanne Wakatsuki lives in Santa Monica, California and is only seven years old when the Japanese bomb Pearl Harbor. That event turns her family's life upside down as the United States begins to suspect that all people of Japanese descent are traitors. Jeanne's father is arrested and imprisoned in Fort Lincoln, North Dakota, and her family is "evacuated" to the internment camp at Manzanar after President Roosevelt signs Executive Order 9066.

Vocabulary	
vigil	
saboteur	
futile	
translucent	
patriarch	
ominous	
blatant	
screamed	

Discussion Questions

- Describe the life Jeanne is accustomed to before Pearl Harbor is bombed. *Her father owns two fishing boats, one valued at over \$2,000. Her family lives in an all-white neighborhood in a big Japanese house just off the beach in Santa Monica, California, and Jeanne goes to an all-white school. Jeanne has a kindly teacher who takes trips in Papa's boat and who "wept the day [they] had to leave" [p. 16].*
- Why does Papa burn the Japanese flag and other documents? *(He is worried to lose all evidence that might suggest he maintains connections with Japan so the FBI will not suspect him of being a spy.)*
- Why do Papa's actions fail to help him? *(Papa is a non-citizen holding a commercial fishing license. The FBI is detaining all such men, as they fear the fishermen could be contacting Japanese spies on the coast. FBI deputies are systematically searching and questioning all Japanese families looking for conspirators. Papa himself knows that it is "futile to hide out or resist" and that it will only be a matter of time" [p. 7] until he is detained.)*
- Why are so many men arrested when the government has no real program and government activities? Do you believe the government's actions were unfair? Why or why not? *(After the attack on U.S. soil, American citizens panic and believe that anyone who looks like the enemy must be working with the enemy. The government detains men of Japanese descent without cause or trial based simply on ancestry and physical appearance. Answers will vary, but students may note that the men's lives are inhibited to provide for their families, and disrupted without proof of any wrongdoing or opportunity to defend themselves against the charges.)*
- Explain the irony of Jeanne's situation when her family moves from Ocean Park, near Santa Monica, to Terminal Island. *Jeanne lived and attended school in an all-white neighborhood in Santa Monica. However, she feels safer there than in the Japanese ghetto of Terminal Island where she is bullied by other Japanese American children. Jeanne only speaks English, which prompts contempt from her classmates. On Terminal Island, among people with whom she shares a heritage, she feels like an outsider.)*
- Why does Mama smash her blue-and-white china? *Because of limited space, Mama cannot carry the china with her on the family's third move. The secondhand dealer insults her by offering only \$15 when the set is worth \$20. Her wrists are wounded, and she decides she would rather no one have it than the dealer.)*
- Explain the significance of Executive Order 9066 signed by President Roosevelt. *(The order gives "the War Department authority to define military areas in the western states and to exclude from them anyone who might threaten the war effort" [p. 15]. The War Department believes it is dangerous for so many people of Japanese descent to live so close to the Long Beach Naval Station located on Terminal Island.)*

8. Explain the irony of the move to Manzanar for the Wakatsuki family. *(Since they feel threatened by the anti-Japanese sentiment in Boyle Heights, some family members think the government is moving them away for their own protection. Unfortunately, they are being moved to an internment camp, demonstrating that the government considers them to be more of a threat than a group of people in need of protection.)*
9. Describe the scene in which the Wakatsukis arrive at Manzanar. What did the barbed-wire fence symbolize for the Wakatsukis? *(The bus arriving at Manzanar is pelted by dust storms. They pass a barbed-wire fence and gate on their way into the camp. In an open space inside the camp, there are packages and luggage strewn about. There are several tents and a row of barracks. People are milling around trying to shelter themselves from the winds as they wait for the arrival of relatives. Answers will vary. The barbed-wire fence symbolizes captivity. The fence is the first tangible sign that they will not be allowed to leave Manzanar.)*
10. On the first morning at Manzanar, Woody predicts that his family will probably be served “rice. With Log Cabin Syrup and melted butter” (p. 27). What is that joke to the Wakatsukis? *(The night before, they were served rice topped with canned apricots. Among the Japanese, “rice is never eaten with sweet foods, only with salty or savory foods” [p. 20]. This food combination is not accepted in their culture and most will not eat it.)*

Supplementary Activities

1. History: Research the events leading up to the bombing of Pearl Harbor to determine the factors that provoked the Japanese to declare war on the United States. Discuss the reason they chose Pearl Harbor for their first attack.
2. Writing: Use the Newspaper graphic on page 10 of this guide to write the news article the family reads in the Santa Monica newspaper about Hana’s arrest.
3. Figurative Language: Explain each of the following similes or metaphors: “...[the boat] became a row of tiny white gulls on the horizon” (p. 5); “...[a fellow on the cannery] was running along the docks, like Paul Revere, bringing the news” (p. 10); “The secondhand dealers had been circling around for weeks, like wolves...” (p. 13); “You guys fall into the same flour barrel as us” (p. 24).
4. History/Primary Documents: Using print or Internet resources, find a copy of Executive Order 9066 and write a one-paragraph summary of its contents. (Note the date and when President Roosevelt signed the document.)

Story Map

