

Student Packet

Grades 7–8

Farewell to Manzanar

Jeanne Wakatsuki Houston
and James D. Houston

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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FAREWELL TO MANZANAR

by
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Student Packet

Written by
Sharan Farmer

Contains masters for:

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 1 Critical Thinking Activity
- 3 Literary Analysis Activities
- 3 Character Analysis Activities
- 3 Comprehension Activities
- 3 Quizzes
- 1 Final Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

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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.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Part III

Chapter 22

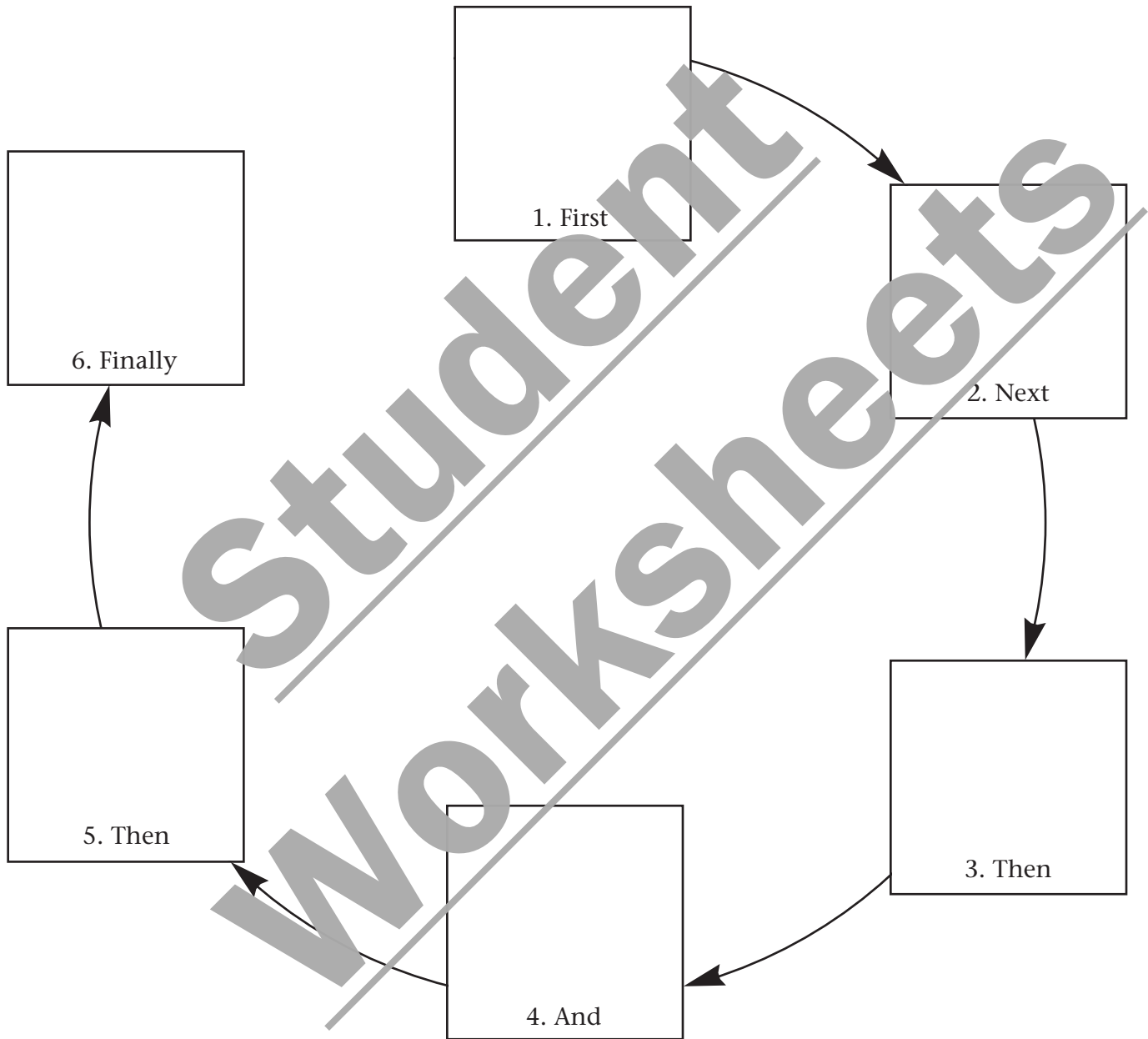
1. What two things is Jeanne the first in her family to do?
2. What incident triggers Jeanne's memories of internment?
3. When does Jeanne revisit Manzanar with her husband and children? When was this book first printed?
4. What are the only surviving structures at Manzanar?
5. What does Jeanne hear on her visit to the camp and what does it mean?
6. Why does Jeanne notice the stones lying around the camp?
7. How did the internees in the camp keep mosquitoes away?
8. What triggers the sign that Jeanne is searching for before she leaves camp?
9. What is the sign Jeanne was waiting for?
10. What memory does Jeanne have of the day when she suddenly came back to life? (p. 198)?

Student
Worksheets

Name _____

Sequence

Directions: Complete the chart with events from the book.



Name _____

Conflict

The **conflict** of a story is the struggle between two people or two forces. There are three main types of conflict: person vs. person, person vs. nature or society, and person vs. self.

Directions: The characters experience some conflicts in the book. In the chart below, list the names of three major characters. In the space provided, list a conflict each character experiences. Then, explain how each conflict is resolved in the book.

Character: _____

Conflict	Resolution

Character: _____

Conflict	Resolution

Character: _____

Conflict	Resolution

