

## ***Farewell To Manzanar***

**Jeanne Wakatsuki Houston & James D. Houston**

**Suggestions for Quarter 3, Week 3: Chapter 15 – Chapter 22,  
pages 133 - 203**

**Everyday: Wordwall, Timeline, Snapshot**

### **MONDAY**

<u>setting</u>	<u>characters</u>	<u>word wall</u>	<u>pages</u>
Manzanar	Jeanne Mama Papa	cultivation quota neglect	133- 141
Ka-Ke, Japan	Woody Toyo	rouses tinge	142- 148

### **Possible Key Paragraph [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.”

### **Possible Snapshot**

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. Convince him 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 has been wrongfully taken from you and what ought to be returned.

### **Possible Key Concepts and Background Knowledge**

- Atomic bombs
- Hiroshima
- Nagasaki
- Evacuation
- Resettlement

## TUESDAY

<u>setting</u>	<u>characters</u>	<u>word wall</u>	<u>pages</u>
Manzanar	Papa	lethargy disdain suspended	134 - 152
Long Beach	Mama	undermined	152 - 156
Elementary School	Jeanne Radine	benevolent	157 - 161

### Possible Key Paragraph [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.”

### Possible Snapshot

In your letter this time, tell the President (who has likely changed since your last letter from Roosevelt to Truman) how your experiences at Manzanar, having been falsely imprisoned have negatively affected you, your family and the rest of the world.

Use examples from the days reading to support your statement. Consider the effects internment had on your father, how three years of demonizing Japanese in the media has affected you and the public forever. Provide anecdotal examples.

### Possible Key Concepts and Background Knowledge

- Racism
- Internalized Racism
- Reparations

**WEDNESDAY**

<u>setting</u>	<u>characters</u>	<u>word wall</u>	<u>pages</u>
Cabrillo Homes	Mama Papa	affirmed baton Caucasian	161 - 168
Long Beach Polytech	Radine	diverged	169 -172
San Jose, CA	Leonard Rodriguez	sarong	173 - 176

**Possible Key Paragraph**

“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.”

**Possible Snapshot**

Her three-year internment in Manzanar, pressured Jeanne to want to reject her Japanese ancestry. Explain, in your own words, how hating that bow from her father, becoming a majorette and Carnival queen sought to do that.

**Possible Key Concepts and Background Knowledge**

- Assimilation

**THURSDAY**

<u>setting</u>	<u>characters</u>	<u>word wall</u>	<u>pages</u>
San Jose	Papa Jeanne		176 - 182
Manzanar	Jeanne James Houston Jeanne's Children	suffice obelisk alluvial inaudible murmur	185- 191

**Possible Key Paragraph [pg. 190]**

“We were alone out there, to 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.”

**Possible Snapshot**

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.

**Possible Key Concepts and Background Knowledge**

Why were the camps not preserved?

## FRIDAY

<u>setting</u>	<u>characters</u>	<u>word wall</u>	<u>pages</u>
Manzanar	Jeanne Ko Mama	subterranean periscope comprehensible pilgrimage inheritance	191- 203

### Possible Key Paragraph [192]

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

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

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

### Possible Snapshot

Write one final letter as Jeanne Wakatsuki. This time it is 1988. President Bush, Sr. is now President. Explain that you have been writing to the office of the president since the time of your internment. Explain how the injustices of internment and living in a society that saw you, even though you were a citizen, as foreign has effected you. Explain that you have been calling for reparations and restitution since you and your family were released in 1945, and how finally, you hope to enjoy some forgiveness and closure. Tell the story of the flag pole circle, dated A.D. Express your sincere concern that no group should ever have to sign their work in such a way again.

### Possible Key Concepts and Background Knowledge

CONGRESS AND THE CIVIL LIBERTIES ACT OF 1988  
<http://americanhistory.si.edu/perfectunion/resources/touring.html>

## Rhetorical Devices Scavenger Hunt

<b>Thesis:</b>
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<p><b>Evidence:</b> 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.</p>	<p><b>Anecdote:</b> 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.</p>	<p><b>Quotation:</b> Something someone said or wrote that supports your thesis. Who said or wrote the quotation might or might not matter, but it must be well said and make your point.</p>
<p><b>Commonly Accepted Belief:</b> Common sense, or what almost everybody knows or believes, that supports your thesis. It may be the truth or may just pass as truth: history, geography, culture, religion, economics, politics, or commonly accepted beliefs.</p>	<p><b>Expert Opinion:</b> 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.</p>	<p><b>Law:</b> 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].</p>
<p><b>Appeal To Logic:</b> 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.</p>	<p><b>Appeal To Emotion:</b> A statement or question that provokes one or more emotions and results in the reader or listener being more receptive to your thesis.</p>	<p><b>Agreements:</b> A statement that constitutes an agreement between persons or within a larger group, professional association, or other body, and supports your thesis.</p>

## Rhetorical Devices Scavenger Hunt

**Thesis:**

<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>

## Mini-Lessons Based on Patricia T. O'Conner's *Woe Is I* Exploring the Structure of the English Language

### CBL Quarter 3, Week 3 Justice Requires Restraint

#### Day 1— Semi-Avoidance: The Unloved Semicolon (;)

**Read Aloud** – Pg. 139 (Through Bullet #1)

**Student Activity:** Fill in the blanks.

1. A semi-colon is for times when you want something stronger than a \_\_\_\_\_ but not quite so final as a \_\_\_\_\_.
2. Use a \_\_\_\_\_ to separate \_\_\_\_\_ when there's no \_\_\_\_\_ in between.

**Student Activity:** Correctly place the semi-colon in the following sentences.

3. Andy's toupee flew off his head it sailed into the distance.
4. The camps were finally closed everyone was forced to leave.
5. The atomic bomb had ended the war America had won.

#### Day 2 – Semi Avoidance: The Unloved Semicolon (;)

**Read Aloud:** Pg. 139 (Bullet #2)

**Student Activity:** Fill in the blanks.

1. Use \_\_\_\_\_ to separate items in a \_\_\_\_\_ when there is already a \_\_\_\_\_ in one or more of the items.

**Student Activity:** Correctly place commas and semicolons in the following sentences.

2. Fred's favorite things were his robe a yellow chenille number from Barney's his slippers his over stuffed chair which had once been his father's murder mysteries especially those by Sue Grafton and single-malt Scotch.
3. Following their internment at Manzanar, Jeanne and her family traveled by Nash a very small car returned to Long Beach the place they used to live moved into an apartment at Cabrillo Homes a housing project essentially started over.



### Day 3 – Let Me Introduce You: The Colon (:)

**Read Aloud:** Pg. 140 (Top through Bullet #1)

**Student Activity:** Fill in the blanks.

1. Remember that a \_\_\_\_\_ stops the flow of traffic. Use only if you want to step on the \_\_\_\_\_.
2. Use a \_\_\_\_\_ instead of a \_\_\_\_\_ if you wish, to introduce a quotation. Many people prefer to introduce a \_\_\_\_\_ quotation with a \_\_\_\_\_ instead of a comma.

**Student Activity:** Correctly place a colon and quotations where they belong in the following sentences.

3. I said to him Harry, please pick up a bottle of wine on your way over. But don't be obsessive about it.
4. I asked Can I belong to the Girl Scouts? You know I'm Japanese
5. Radine yelled at the onlookers What are you looking at? She's an American citizen. She's got as much right as anybody to walk around on the street!

### Day 4 – Let Me Introduce You: The Colon (:)

**Read Aloud:** Pg. 140 (Bullet #2)

**Student Activity:** Fill in the blanks.

1. Use a \_\_\_\_\_ to introduce a list, if what comes before the colon could be a small \_\_\_\_\_ in itself (it has both a subject and a verb).

**Student Activity:** Correctly place colons and commas where they belong in the following sentences.

2. Harry brought three wines a Bordeaux, a Beaujolais, and a Burgundy.
3. At Carnival tryouts, Jeanne wore three exotic items a flower-print sarong bare feet and a flower in her hair.
4. Her father was angry at her for three reasons she had acted characteristically un-Japanese worn inappropriate attire and refused to obey him.

**Day 5 – Let Me Introduce You: The Colon (:)****Read Aloud:** Pg. 140 (Bullet #3)**Student Activity:** Fill in the blanks.

1. \_\_\_\_\_ use a colon to separate a verb from the rest of a sentence.

**Student Activity:** Following are three sentences. Two are incorrect. Correct them by removing the incorrect colon.

2. In Harry's shopping bag were: a Bordeaux, a Beaujolais, and a Burgundy.
3. Still present in the camp were an obelisk, water piping, remnants of many rock gardens, and the voices of 10,000 internees.
4. This final pilgrimage to Manzanar served: to allow for Jeanne to heal, to bring closure and to reassure her that what remained in her memory would always remain.