



# Close reading plan

*Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston

Created by Victoria Fox, 2014 Connecticut Dream Team teacher

What makes this text complex?			
<b>Text and Author</b>	<i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston and James D. Houston	<b>Where to Access Text</b>	Houston, Jeanne Wakatsuki., and James D. Houston. "A Common Master Plan." <i>Farewell to Manzanar</i> . Carmel: Hampton-Brown, 2002. Chapter 4. Print.
Text Description			
<p>The text, <i>Farewell to Manzanar</i>, engages students' interests by capturing what everyday life is like in Manzanar, an internment camp set up during WWII. The chapter "A Common Master Plan" focuses on the specific problems with the lack of privacy in the bathrooms. The point of view is a first person memoir told through the eyes of seven-year-old Jeanne Wakatsuki. We find out about the prejudices she faces as a Japanese-American, and the differences between her experience and that of her mother. There is a large cultural difference between the first and second generation Japanese-Americans and their values.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	Approximate Lexile level:1040 Grade: 8	<b>Text Length</b>	Short Chapter
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central idea in this chapter is to show the social injustices of the time by describing the conditions of an internment camp to help people understand what life was like there. This is mostly implied from the text based on the main character's experiences, but some of it is explicitly stated.</p>		<ul style="list-style-type: none"> <li>• Memoir</li> <li>• First person point of view</li> <li>• Multiple characters and experiences</li> </ul>	
Prior Knowledge Demands		Language Features	
<p>A general understanding of how a writer reveals the personality traits of a character is necessary, along with an understanding of direct vs. indirect characterization.</p> <p>Students need to know about the bombing of Pearl Harbor, why the Japanese were sent to internment camps, and Executive Order 9066.</p> <p>Japanese culture and value system because those experiences are distinctly different from the common reader.</p> <p>No reference to other texts.</p>		<p>The students will need to understand some of the geography for areas mentioned in the text. Some of the language is from the 1940's and may be unfamiliar.</p>	

Vocabulary	
<p><b>Tier Two Words (General academic vocabulary)</b></p> <p><i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i></p> <ul style="list-style-type: none"> <li>• Latrine</li> <li>• Modest</li> <li>• Permeate</li> <li>• Subordinate</li> <li>• Curfew</li> </ul>	<p><b>Tier Three Words (Domain-specific words)</b></p> <p><i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i></p> <ul style="list-style-type: none"> <li>• Surplus</li> <li>• Lath</li> <li>• Evacuation</li> <li>• Partition</li> </ul>
<ul style="list-style-type: none"> <li>• Internment Camp</li> <li>• Executive Order 9066</li> <li>• Manzanar</li> <li>• Typhoid</li> </ul>	<ul style="list-style-type: none"> <li>• Day of Infamy</li> <li>• Relocation camp</li> <li>• War Relocation Authority</li> <li>• Barracks</li> </ul>
Potential Reader/Task Challenges	
<p>The students do not have any context for the lack of communication that would be available during the 1940's. They will also have a hard time understanding the prejudices against the Japanese-Americans. In addition, the time period is very different, and they might not understand the cultural background of the characters in the book and what was happening during WWII.</p>	

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 What is the biggest challenge that Mama encounters in this chapter? Use quotations from the text to support your answer.	RI 8.1	5
TDQ #2 Why is the scene between Mama and the older woman in the latrine important?	RI 8.3	8
TDQ #3 The author uses Japanese phrases such as “Arigato”. What effect do these Japanese phrases have on the meaning of the chapter?	RI 8.4	11
TDQ #4 How did Mama’s old world approach to life both hurt and help her in the camp?	RI 8.2	15
TDQ #5 How does the author support the argument that it is important to instill values in the younger generation?	RI 8.8	19

### Target Standards

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Question 1**

<b>Question #1</b>	What is the biggest challenge that Mama encounters in this chapter? Use quotations from the text to support your answer.	
<b>Standard(s) covered:</b>	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	Mama has to deal with problems like clothing not fitting, family sickness, and privacy issues. However, the biggest challenge that Mama faces is the lack of privacy issues in the camp. Mama is a character who values privacy, and the latrines lacked stalls, “Down the center of the room twelve toilet bowls were arranged in six pairs, back to back, with no partitions” (Houston 47). Because of the lack of sanitation and refrigeration problems, many families became sick. Oftentimes the latrines did not work, and people would run from one bathroom to another hoping they could find a functioning toilet. “The floor was covered with excrement, and all twelve bowls were erupting like a row of tiny volcanoes” (Houston 47). The living conditions Mama had to deal with were bleak, and finding personal time was a struggle.	<ul style="list-style-type: none"> <li>• Accurately identifies the main problem being a lack of privacy</li> <li>• Accurately quotes from the text</li> <li>• Has an introductory and concluding sentence</li> <li>• Transitional language is used to introduce examples</li> <li>• Answers the question</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson, you will learn to analyze a character using text evidence by paying attention to the author’s description of the character’s challenges.	
<b>Prior knowledge to review</b>	Citing multiple pieces of text evidence that support a response Inferring skills Finding textual evidence In-text citations Direct Quotations	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Reread the text and	<ul style="list-style-type: none"> <li>• I need to find the challenges that Mama faced.</li> <li>• What is considered a challenge? Is there more than one? -Probably since it says challenges plural.</li> </ul>	

<p>highlight the challenges the character encounters.</p>	<ul style="list-style-type: none"> <li>• First, I found all the problems and highlighted them such as the clothing, the living conditions, the bathroom problems, the issues with the younger generation, etc.</li> </ul>
<p>2) Pay attention to the author’s description of the challenges, and ask yourself, “What is the biggest obstacle the character faces?”</p>	<ul style="list-style-type: none"> <li>• I do not want to select any part of the text.</li> <li>• I want to select quotations that describe the most important challenges that Mama faced.</li> <li>• The first example I am considering is on Page 46; we learn that Mama had to wear clothing that was several sizes too big for her. This is a challenge, but not a very important one. Mama had warm clothing to wear in the harsh climate. If she did not have warm clothing, that would be a greater challenge.</li> <li>• To answer the question, “What are the challenges that Mama faced?” I can mention that mother had to deal with clothing that did not fit, but I want to use the text evidence that best supports an analysis of Mama’s character.</li> <li>• Dealing with a lack of privacy, and constantly dirty and overflowing toilets is a much bigger problem than the size of clothing. It would be a huge challenge to use the restroom without any stalls.</li> <li>• The description about the toilets overflowing will help the readers to understand the issues the internees faced in camps clearly. This is at least one of the biggest issues.</li> </ul>
<p>3) Using direct evidence from the text, explain the biggest challenge that the character faced.</p>	<ul style="list-style-type: none"> <li>• Start by answering the question.</li> <li>• The question asks, what is the biggest challenge that Mama encountered?</li> <li>• I look back at the list I generated in step one, and try to decide which is the largest problem.</li> <li>• The chapter focuses most on the section in the bathroom, and the chapter concludes by mentioning that, “all this was an open insult to that other private self, a slap in the face you were powerless to challenge” (Houston 49).</li> <li>• After reading that, I feel that the issue that bothers Mama the most is the lack of privacy.</li> <li>• I write a topic sentence that addresses a few of the challenges that Mama faced, but I narrow in on the most important challenge. For example, I mention the clothing, the bleak living conditions, the lack of privacy, and the problems with the bathrooms.</li> <li>• Make sure the challenges are actual challenges, and not other issues. For example, the fact that the younger children used the rafters as a jungle gym is not a challenge. It is more of an annoyance.</li> <li>• Then I focus in on the biggest issue that Mama faced which is the lack of privacy and the problems with the bathrooms. I include the text evidence that I found in step number 2.</li> <li>• I wrap up the answer to my question with a concluding sentence.</li> </ul>

### Extension and practice

- Students who have difficulty finding the challenges can be given a specific number of challenges to find and what paragraph the challenge is located in. The students could also be given one or two examples of the challenges.
- If needed, the students can review how to quote accurately from the text and how to do an in-text citation.
- The teacher can provide a sample student's response of an MLA cited paragraph with notes on possible mistakes for an in-text citation.
- For an extension, the students could make a prediction about the future problems Jeanne or Mama may encounter.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts to teach quoting accurately (RI 8.1).

See more examples of how to teach RI 8.1

Objective: In this lesson, you will learn to analyze a character using text evidence by paying attention to the author's description of the character's challenges.

1. Reread the text and highlight the challenges the character encounters.
2. Pay attention to the author's description of the challenges, and ask yourself, "What is the biggest obstacle the character faces?"
3. Using direct evidence from the text, explain the biggest challenge the character faced.

[Draw inferences about the author's thoughts and feelings on a topic using text evidence](#)

**Question 2**

<b>Question #2</b>	Why is the scene between Mama and the older woman in the latrine important?
<b>Standard(s) covered:</b>	RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

<b>Example response that meets standard</b>	<b>Look-fors</b>
<p>The older woman and Mama both enjoy their privacy. Mama was worried about having to use the restroom in front of many people, as was the older woman. The older woman let Mama borrow her cardboard box for privacy. The two characters shared a touching and respectful scene where they speak in Japanese. Mama “placed a high premium on personal privacy, respected it in others and insisted upon it for herself” (Houston 49). The older woman clearly feels the same way because she covered herself with a privacy screen and shared it with Mama. The older women created a bond that was different from the relationship that Mama shares with her daughter. The younger girls were less concerned with privacy, and were happy to have a functioning toilet. Privacy was more of a problem for the older generation, though Mama tried to teach it to Jeanne. The scene between the older women is important because it shows the gap in the generational values.</p>	<ul style="list-style-type: none"> <li>• Accurately explains what happened between the two women</li> <li>• Finds the connection between the women and the feeling about privacy</li> <li>• Shows the broader connection to show the generation gap between the older and younger people.</li> <li>• Includes a topic sentence and a concluding sentence</li> <li>• Accurately quotes from the text.</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson, you will learn to explain the importance of character interactions by focusing on the connections characters make when overcoming adversity.
<b>Prior knowledge to review</b>	Discuss how an author can build characterization by what a character says, thinks, acts, when responding to other situations and other characters.

Steps to achieve objective	Think aloud for direct instruction
1) Summarize the interactions between the characters.	<ul style="list-style-type: none"> <li>• The questions asks about what happened in the latrine with the older woman, so I first need to find the text that discusses what happened with the older woman.</li> <li>• On page 48, we see that the older woman lets Mama use her makeshift privacy screen to go around the toilet.</li> <li>• The older woman and Mama share a brief dialogue where they are very respectful and helpful to each other.</li> <li>• Make sure you can either verbally summarize what happened, or write down the summary.</li> </ul>
2) Ask yourself, "What is the relationship between these two individuals?"	<ul style="list-style-type: none"> <li>• The women shared a common experience over the bonding in the latrine.</li> <li>• They seemed to understand what each other needed.</li> <li>• .Rather than saying thank you in English, they spoke in Japanese.</li> <li>• The women did not know each other, but they seemed to value privacy.</li> <li>• This is distinctly different from the experience that Jeanne had.</li> <li>• Jeanne seemed to be less concerned about the bathroom issues because she said that her mother and sisters would run around looking for bathrooms.</li> </ul>
3) Explain how the characters' common connection reveals something about them.	<ul style="list-style-type: none"> <li>• The connection between the characters shows the differences between the value systems of the generations.</li> <li>• Mama wants to have privacy and so does the older woman.</li> <li>• On page 49 the narrator tells us, "She [Mama] placed a high premium on personal privacy, respected it in others and insisted upon it for herself. Almost everyone at Manzanar had inherited this pair of traits from the generation before them who had learned to live in a small, crowded country like Japan." Jeanne did not grow up in Japan, so living with many people in a small crowded area would feel differently to her than Mama.</li> <li>• The older woman and Mama had an immediate connection and understanding when dealing with a common problem. Jeanne did not think too much about the problem, and she did not really understand why her sisters would run around looking for a different place to use the bathroom. It could be a generational gap, or just the fact that Jeanne is so young, she might not care as much about personal privacy.</li> <li>• Mama is desperately trying to teach the values to her daughter.</li> <li>• The two older women spoke in Japanese because they had a bond that was formed by their common experiences in Japan.</li> <li>• Jeanne does not have the experience of living in Japan.</li> </ul>

### Extension and practice

- If a student is having trouble connecting the women and privacy to the idea that the scene is important because it shows a generational gap, the students could just explain the common connection that the women have rather than inferring that part about the generational value system.
- For an extension, the students could research the Japanese value system and cultures to further understand why privacy is so important in the Japanese culture.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction writing to make connections between individuals (RI 8.3).

See more examples of how to teach RI 8.3

Objective: In this lesson, you will learn to explain the importance of character interactions by focusing on the connections characters make when overcoming adversity.

1. Summarize the interactions between the characters.
2. Ask yourself, "What is the relationship between these two individuals?"
3. Explain why the characters share a common connection.

[Analyze a Character's Thought, Actions, and Words](#)

<http://learnzillion.com/student/lessons/2026>

**Question 3**

<b>Question #3</b>	The author uses Japanese phrases such as “Arigato”. What affect do these Japanese phrases have on the meaning of the chapter?	
<b>Standard(s) covered:</b>	RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>The author uses Japanese phrases to make sure that the reader knows that the story is focused on the internment experience of the Japanese Americans. The Japanese language in this chapter is minimal, but it is also placed in random places throughout the chapter. The only character who uses Japanese terms is Mama and the older woman she encounters in the latrine. The words she chooses to say in Japanese are “Arigato”, “Arigato gozaimas”, and “shikata ga nai” (Houston 48-49). These phrases mean “thank you”, “thank you very much”, and “this cannot be helped”. The lack of Japanese language in this chapter is more telling than the Japanese terms themselves. Jeanne, the main character is an American citizen by birth, and does not know any culture other than an American one. The author has the older generation use the Japanese language to help separate and show the cultural differences between the generations.</p>	<ul style="list-style-type: none"> <li>• Identifies the Japanese phrases</li> <li>• Explains the author’s use of the terms</li> <li>• This response could focus on the lack of Japanese terms, who uses the terms, or the importance of the fact that the author is using the terms</li> <li>• Another sample response could mention that the author uses the terms to show how pronounced the Japanese culture is in the camp-The author included Japanese phrases randomly as this was a common occurrence</li> <li>• Has text evidence</li> <li>• Uses a topic sentence and a concluding sentence</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson, you will learn how to analyze the importance of cultural terms in a text by examining the uses of the cultural terms and understanding why the characters use the terms.	
<b>Prior knowledge to review</b>	Review connotation, denotation, and how to use textual clues to figure out the meaning of words. Also review the definition of tone.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Notice when the author uses	<ul style="list-style-type: none"> <li>• First, I skim the text and find the Japanese terms. They appear on pages 48-49. The first couple of phrases are between Mama and the older woman, and the last phrase is used to describe the humiliation that Mama felt.</li> </ul>	

<p>and does not use cultural terms.</p>	<ul style="list-style-type: none"> <li>• The language can be used as a sign of respect.</li> <li>• The Japanese language is inserted randomly to show that some people in the camp may have spoken only Japanese and show that using Japanese language was a common occurrence.</li> <li>• I noticed that Jeanne does not use any Japanese phrases.</li> <li>• I also noticed that only Mama uses the Japanese phrases, or the phrases are only used when Mama is being talked about.</li> <li>• Jeanne was born in American and grew up in America. That helps to explain why she might not use any Japanese phrases.</li> </ul>
<p>2) Ask yourself, "How would the text change without having the cultural language in it?"</p>	<ul style="list-style-type: none"> <li>• First, I need to make sure that I understand that only Mama and the older woman speak Japanese in this chapter.</li> <li>• I think that the author tells us about the dialogue so that we can understand Mama's character better.</li> <li>• The use of Japanese dialogue reminds us that Mama was born in Japan and still holds onto the Japanese value system.</li> <li>• Mama's continued connection to her heritage helped her deal with some of the conditions in the camp. Mama was used to living in confined spaces and this language helps to reflect that.</li> <li>• In the previous lesson, we talked about how Mama and the older woman share a common connection. The author's use of the Japanese language further proves the connection that the women have.</li> <li>• The Japanese language is reflective of the communal culture of the people. Mama was used to working in a community where the families needed to share everything. It was easier for the older generation to figure out how to work together to make life manageable in the camp.</li> </ul>
<p>3) Write an analysis explaining the importance of using cultural terms in a text.</p>	<ul style="list-style-type: none"> <li>• First, I write my topic sentence-In the last step, I decided that the author uses the cultural language to show a specific meaning and connection between characters.</li> <li>• I also noticed that the lack of Japanese language was a problem.</li> <li>• A topic sentence could be related to step one about when the language is used, is not used, and who uses the language.</li> <li>• It is difficult to decide why an author uses specific phrases without speaking with the author, but we can discuss how these words influences the meaning. If the words did create an impact, you can always think about what the story would be like if the words were not there. The Japanese terms help remind the reader of the cultural differences of the characters.</li> <li>• Next, I need to make sure that I reference the Japanese phrases and include their definitions so that the person reading my response knows that I can identify the cultural terms. I can also use the terms and definitions for the text evidence.</li> <li>• Finally, I explain that the cultural terms help to show a character's characteristics, mention that using Japanese terms can be a sign of respect, and discuss the importance of the fact that Jeanne does not speak Japanese to show the differences between the generations.</li> </ul>

**Extension and practice**

- If students are having a hard time understanding arriving at the idea that the author uses cultural terms to show the differences between generations, there could be a group discussion about how young people now use terms like swag, cool, and texting language. They parents and grandparents are less likely to use that kind of language. The same is true for our main character in Farwell to Manzanar.
- For an extension activity, have the students write a short narrative where they need to use cultural language to help develop characters. If the students take Spanish or French, they could try to come up with a scenario for a story where an American character would need to use foreign language terms.

**What next?**

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine the meaning of words and phrases in other nonfiction writing (RI 8.4).

See more examples of how to teach RI 8.4.

Objective: (Lesson objective goes here)

1. Notice when the author uses and does not use cultural terms.
2. Ask yourself how the text would change without having the cultural language in it.
3. Step 3

Determine the tone of a text RI 8.4

**Question 4**

<b>Question #4</b>	How did Mama's old world approach to life both hurt and help her in the camp?
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<b>Standard(s) covered:</b>	RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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Example response that meets standard	Look-fors
<p>Mama held on tightly to her traditional Japanese values. She valued privacy, family, dignity, and determination. The lack of privacy continued to bother Mama, but she was determined enough to handle it, "It was a humiliation she just learned to endure: shikata ga nai, this cannot be helped" (Houston 49). Mama had a hard time handling the lack of privacy which was a Japanese value, but with her dignity and determination, she possessed the willpower to overcome the obstacles. Mama was able to adapt when faced with many difficult situations. Mama had the mentality to put others first and work together to make a situation better. She learned to, "Quickly subordinate her own desires to those of the family or the community because she knew cooperation was the only way to survive" (Houston 49). Her Japanese set of values exacerbated some of the problems she encountered, but her cooperation also helped her make life in the camp manageable.</p>	<ul style="list-style-type: none"> <li>• Has a topic sentence and a concluding sentence.</li> <li>• Uses text evidence</li> <li>• Identifies what the old world approach is</li> <li>• Talks about Mama's values</li> <li>• Mentions which values hurt and which help</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson, you will learn to analyze the development of a central idea in the text by identifying a character's traits and analyzing how a character uses his or her traits to get through a difficult situation.
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<b>Prior knowledge to review</b>	Review summary writing by identifying main ideas and supporting details.
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<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
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1) Reread the	<ul style="list-style-type: none"> <li>• Mama speaks with the woman in the latrine.</li> </ul>
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<p>text to find the character's dialogue and actions.</p>	<ul style="list-style-type: none"> <li>• They have a conversation in Japanese.</li> <li>• Mama wears clothing that is too big for her.</li> <li>• Jeanne tells us that Mama values privacy.</li> <li>• The lack of privacy was an issue for Mama along with the strong sense of order.</li> <li>• Mama goes out of her way to find privacy.</li> <li>• Mama wants Jeanne to have privacy too.</li> <li>• Mama is very thankful when speaking to the other Japanese woman.</li> <li>• We learn that Mama came from Japan and that she is used to living in close proximity with other people.</li> </ul>
<p>2) Complete the chart to identify character traits.</p>	<ul style="list-style-type: none"> <li>• Let's look at the chart.</li> <li>• We need to identify character traits and find evidence that shows that character trait.</li> <li>• Most of the character traits are inferred, so we need to read closely to look for evidence.</li> <li>• You do not need to fill out actions and dialogue for each trait-just one or the other to support the character trait you come up with.</li> <li>• I skim the text to find the first mention of Mama. This is when she wears clothes that are too big for her. I can infer that she is resourceful because she was willing to find and wear items that she didn't bring with her.</li> <li>• The second trait is directly stated. Mama is modest.</li> <li>• .Mama is loving because we can infer that from the desire to put not only her family's needs but also the needs of others before her own.</li> <li>• Finally, we can infer that Mama is respectful because of the way she communicates with the older woman.</li> </ul>
<p>3) Ask, "How did the character's traits help him or her deal with different situations?"</p>	<ul style="list-style-type: none"> <li>• Looking back at the character traits from the chart, I realize that Mama's modesty causes problems because she does not want to use the restroom when other people are around.</li> <li>• Mama's resourcefulness enables her to be more flexible when dealing with difficult situations.</li> <li>• Mama is loving and that helps her deal with a difficult situation because she remains focused on her family.</li> <li>• When Mama is respectful, it helps her to form a bond with people in the camp and causes them to share resources.</li> </ul>

### Extension and practice

- If students cannot infer the personality traits of a character, the teacher can give them the character traits and just have them look for the supporting evidence, or the teacher could give the evidence and the student could find the traits.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other informational texts to determine a central idea of a text and analyze its development over time (RI 8.2).

See more examples of how to teach RI 8.2.

Objective: In this lesson, you will learn to analyze the development of a central idea in the text by identifying a character's traits and analyzing how a character uses their traits to get through a difficult situation.

1. Reread the text to find the character's dialogue and actions.
2. Complete the chart to identify character traits.
3. Ask, "How did the character's traits help him or her deal with different situations?"

Determine the central idea of a text by paying attention to main events  
RI 8.2

Lesson 4 Character Traits Chart

How did Mama's old world approach to life both hurt and help her in the camp?

<b>Character Personality Trait</b> (An adjective that describes the character's actions and words)	<b>Character's Dialogue</b> (What the character says)	<b>Character's Actions</b> (What the character does)
<p>Mama is resourceful</p> <p>Mama is modest</p> <p>Mama is loving</p> <p>Mama is respectful</p>	<p>"Warmth was more important than style. I couldn't help laughing at Mam walking around in army earmuffs and a pair of wide-cuffed, khaki-colored wool trousers" (45).</p> <p>"My mother was a very modest person, and this was going to be agony for her, sitting down in public, among strangers" (47).</p>	<p>She would quickly subordinate her own desires to those of the family of the community because she knew cooperation was the only way to survive (49).</p> <p>Mama bows and speaks in Japanese to the older woman in the latrine (48).</p>

## Lesson 4 Character Traits Chart

How did Mama's old world approach to life both hurt and help her in the camp?

<b>Character Personality Trait</b> (An adjective that describes the character's actions and words)	<b>Character's Dialogue</b> (What the character says)	<b>Character's Actions</b> (What the character does)

**Question 5**

<b>Question #5</b>	How does the author support the argument that it's important to instill values in the younger generation?
<b>Standard(s) covered:</b>	RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Example response that meets standard	Look-fors
<p>Mama is a character who cares more for others than herself. She leads by example when dealing with the issues of clothing, the latrines, and making the most of a difficult situation. The author spends time developing Mama as a character in order to show that Mama's character traits are valuable traits to have as a young person too. The narrator says the following about Mama: "She placed a high premium on personal privacy, respected it in others and insisted upon it for herself. Almost everyone at Manzanar had inherited this pair of traits from the generations before them who had learned to live in a small, crowded country like Japan. Because of the first they were able to take a desolate stretch of wasteland and gradually make it livable" (49). When the author is speaking of the first, she is speaking of the first generation to move from Japan to America. Without the cultural values of older generation, the younger generation would have had difficulty surviving the internment camps. Mama worked hard to train her children in the same values that she held dear. The narrator is the author of this selection, and the author uses Mama as the example of what values a parent should pass on to his or her children.</p>	<ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Concluding sentence</li> <li>• Citations from the text</li> <li>• Discusses how the older generation functions as a spokesperson for the author's viewpoints.</li> <li>• Talks about the values the character has</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson, you will identify the author's argument by analyzing a character's dialogue and actions and noticing when a character acts as a spokesperson for the author.
<b>Prior knowledge to review</b>	Identifying an argument and finding evidence to support a claim
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>

<p>1) Notice any sections of the text where the author comments on the characters.</p>	<ul style="list-style-type: none"> <li>• The most important part of the text appears at the end of the chapter on page 49.</li> <li>• The author talks about how Mama likes to put others' needs before her own.</li> <li>• The author continues to discuss how privacy and respect were important.</li> <li>• Finally, the author mentions how the older generation was able to make a terrible situation bearable.</li> <li>• In this story, the author and the narrator are the same person, so it is easy to identify how the author feels about the different situations in the story.</li> </ul>
<p>2) Ask, "How does the author feel about what is happening in this section of the text?"</p>	<ul style="list-style-type: none"> <li>• The author values the sacrifices and characteristics that Mama has.</li> <li>• The author uses an appreciative tone when discussing how Mama had "placed a high premium on personal privacy, respected it in other and insisted up it for herself" (49).</li> <li>• When the author describes Mama wearing the clothing on page 45, the tone is still respectful, but also comical. The author shows affection for Mama in the writing of the text. "I couldn't help laughing at Mama." As the author continues to describe Mama, you can see by the word choice that she is not making fun of Mama, but she is appreciating the sacrifices that Mama makes.</li> <li>• When the author writes about the scene in the latrine, you can again tell by the tone of the text that the author is glad that Mama was able to gain some privacy in the latrine.</li> </ul>
<p>3) Explain how the author supports his or her main argument in the text.</p>	<ul style="list-style-type: none"> <li>• Authors often use characters to describe events and portray how they feel.</li> <li>• In this case, the narrator and the author are the same.</li> <li>• Jeanne is daughter of Mama, and you can tell that Jeanne appreciates her mother.</li> <li>• As a reader, you need to draw the conclusion that because Jeanne appreciates the values in her mother, she found it to be important that the values were passed on to herself.</li> <li>• Since the author appreciates the values that mother has, it is likely that she finds it important to pass on values from one generation to the next.</li> </ul>

### Extension and practice

- If students are having difficulty finding the main idea or argument in a text, then there should be additional instruction on how to identify a main idea. Main idea= Topic+ Author's Point about the Topic. To find the topic, ask who or what is the paragraph about? To find the main idea ask, "What is the author trying to say about this topic?" Then look for supporting details that relate to the main idea. They could try this formula with a simpler text like an informational article rather than a memoir.
- For an extension activity, the students can discuss the text to decide if this format of text is the best way to present information. Most 8<sup>th</sup> grade

students have not read many memoirs, and this informational text is told like a story. The standard says to assess whether the reasoning is sound and the evidence is relevant and sufficient, so they could talk about how this information is sound, or if the author’s perspective of events contains bias. What is the importance of primary source documents?

#### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to evaluate the argument in an informational text (RI 8.8).

See more examples of how to teach RI 8.8.

In this lesson, you will identify the author’s argument by analyzing a character’s dialogue and actions and noticing when a character acts as a spokesperson for the author.

1. Notice any sections of the text where the author comments on the characters.
2. Ask, “How does the author feel about what is happening in this section of the text?”
3. Explain how the author supports his or her main argument in the text.

[Evaluate an argument in a text RI 8.8](#)