

# Teacher's Guide

## Farewell to Manzanar

<b>Reading Level</b>	Lexile 1040
<b>Genre/Length</b>	Autobiography; 216 pages
<b>Language Register</b>	Historical, Cultural, Conversational
<b>Content Load</b>	U.S. Japanese Internment Camps, Political
<b>Selected Awards</b>	Friends of Children and Literature Award Winner

This book contains mature content. Educators and parents should read the book and determine its appropriateness for use with their students.

### THE EXCHANGE QUESTION

Can you control how you are judged by others?

## Overview

**Background** Shortly after the bombing of Pearl Harbor, President Franklin D. Roosevelt signed Executive Order 9066. This order permitted the military to remove any American citizens that posed a threat to the United States government. It signaled the beginning of the evacuation of 120,000 Japanese Americans into makeshift internment camps across the western United States. The United States had recently entered World War II and anti-Japanese sentiment was high. The government suspected Japanese Americans of espionage and sabotage.

**Book Summary** *Farewell to Manzanar* documents the Wakatsuki family's internment camp experience in Manzanar and the years that followed. Written by Jeanne Wakatsuki Houston and her husband, James D. Houston, the memoir takes a close look at the effects that the internment had on Japanese American families. When *Farewell to Manzanar* was released in 1973, it offered a wide audience a glimpse into this dark period of American history.

## About the Author

Jeanne Wakatsuki was born in Inglewood, California in 1934. At age seven, Jeanne and her family were detained in an internment camp for Japanese Americans during World War II. Years after her release, Jeanne went on to attend San Jose State University, where she met her future husband, James D. Houston.

Following their marriage in 1957, the Houstons composed a memoir of Jeanne's internment camp experience in *Farewell to Manzanar*. Upon its publication, Jeanne was praised by a *Los Angeles Times* reporter as "a voice for a heretofore silent segment of society." Since its first publication in 1973, *Farewell to Manzanar* has sold over one million copies. In 1976, the Houstons joined with producer-director John Korty to adapt *Farewell to Manzanar* into a television screenplay. The film aired on NBC and was nominated for an Emmy Award.

## Reading the Book

There are several options for reading *Farewell to Manzanar*. They include:

- Whole Class** Assign sections of the book and discussion dates using the planner on **Student Journal, page 1**. After students read a section and respond to the corresponding **Student Journal** pages, have a class discussion. At the end of the book, the class meets for **The Exchange**.
- Small Groups** Read the book's **Introduction** with the group. Group members then read an agreed-upon number of pages, complete the corresponding **Student Journal** pages, and meet to discuss. When they finish the book, they meet again for **The Exchange**. Use the planner on **Student Journal, page 1** to establish meeting times.
- Independently** Students read the book on their own and then meet as a group for **The Exchange**. Use the planner on **Student Journal, page 1** to establish the meeting time.
- Guided Reading** Have students read **Student Journal, page 2** and monitor their discussion of the **What If?** scenario. Read aloud the book **Introduction** to give students background on the book. As students read, use the **Before You Move On** questions to guide comprehension. Use the **Look Ahead** to set a focus for reading the next set of pages. At the end of each section, assign the appropriate **Student Journal** pages. Discuss the pages before starting the next section. Establish a date for **The Exchange** and record it on the planner.

## Getting Started

Have students read **What If?** on **Student Journal, page 2** and discuss the scenario. Encourage students to describe the similarities and differences between the scenario and their lives and imagine how the situation would affect them.

- Have students write their responses to the three questions below the scenario and compare answers with a partner or the group.
- Have students discuss how the situation might relate to **The Exchange** question and then write a brief summary of their discussion in the **Student Journal**.

### Student Journal, page 1

Name: \_\_\_\_\_

**Student Journal**

**Farewell to Manzanar**  
by Jeanne and James Houston

**Reading Schedule**

Group members: \_\_\_\_\_

Farewell to Manzanar	Student Journal	Due Date	Discussion Date
Introduction	Pages 2-4		
Chapters 1-5	Pages 5-6		
Chapters 6-11	Pages 7-8		
Chapters 12-18	Pages 9-10		
Chapters 19-Afterword	Pages 11-12		
The Exchange			
Assessment			

Can you control how you are judged by others?

### Student Journal, page 2

Farewell to Manzanar

**Getting Started**

**What If?**

You moved to a new state over the summer. You miss your old friends and your neighborhood. You were popular and very involved with school activities. The first week at your new school the other students are not very friendly. You eat lunch alone and go home right after school.

By the end of the first month you have found a group of friends and are very happy. You are involved in a lot of school activities as well. You decide to invite your new friends over to your house for dinner. You live on the 'bad side of town'. Everybody has a good time at dinner, but the next day at school your friends are distant. By the end of the week they are no longer talking to you.

Make notes about how this would affect you.

- Would you confront your new friends?
- Would this change the way you feel about yourself?
- Would this change the way you feel about your friends?

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**Connect to The Exchange Question** Discuss how this situation could relate to The Exchange Question: **Can you control how you are judged by others?** Summarize your discussion.

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# Introduction

Have students read the book's **Introduction**. Check their comprehension with the three follow-up questions on **Student Journal, page 3**.

## Student Journal, page 3

**Farewell to Manzanar**

### Introduction

Read the Introduction on pages 9–11 in *Farewell to Manzanar*. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- the reasons the United States entered World War II
- why the Japanese were forced to live in internment camps during the war
- what life was like for Japanese Americans before and during the war

After you read the Introduction, answer these questions to check your understanding.

1. How did the United States become involved in World War II?  
**On December 7, 1941, Japan attacked the U.S. Navy base in Pearl Harbor, Hawaii. The attack killed more than 2,000 people. The United States entered the war immediately following the attack.**

2. Why were Japanese Americans forced to live in internment camps?  
**The United States was full of fear and anxiety after the attack on Pearl Harbor. Because Japan was now an enemy, the government suspected Japanese Americans of being disloyal. Executive Order 9066 allowed the military to relocate Japanese Americans to internment camps.**

3. What was life in the United States like for Japanese Americans before and during World War II?  
**As internees, Japanese Americans had to adapt to harsh conditions. For three years, they were kept from the outside world. Even before the bombing of Pearl Harbor, Japanese Americans were alienated from American life and culture. They could not become citizens or own land.**

# Introduction: Key Concepts

Have students study the first **Key Concept** with the help of the graphic organizer on **Student Journal, page 4**. After studying the example, they should create similar graphic organizers to focus their understanding of the remaining **Key Concepts**.

## Student Journal, page 4

**Farewell to Manzanar**

### Introduction: Key Concepts

**Word Map**

Study the **Word Map** for *internment*. Write a sentence using the word *internment*.

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**Key Concepts**

adapt  
 alienation  
 circumstance  
 ignorance  
 internment

**Word Map**

**Key Concept**

internment

Synonym

confinement

Antonym

freedom

Example

prisoners

Example

most U.S. citizens today

On a separate sheet of paper, create a similar **Word Map** for each of the **Key Concept** words. Use a thesaurus to find antonyms and synonyms. Write two sentences for each word—one using the **Key Concept** word and one using either the antonym or the synonym.

# Farewell to Manzanar

Pages 21–60      Answers for *Before You Move On*  
**Chapters 1–5**

Student Journal, page 5

**PAGE 26**

- Setting** Long Beach is in California. What else can you tell about where and when Jeanne begins her memoir?  
*The memoir begins in December, 1941. Pearl Harbor had just been bombed. Jeanne and her family were standing by the water.*
- Paraphrase** Reread page 25. What did Jeanne mean when she said Papa “had become a man without a country”?  
*Papa was not allowed to be an American citizen and his home country, Japan, had become an enemy of the U.S. He had no rights in the U.S., and he was thought of as a threat.*

**PAGE 43**

- Conclusions** Jeanne’s family was forced to move. Why were Japanese Americans sent to internment camps?  
*The government feared that Japanese Americans were a threat. They forced all Japanese Americans into camps as a safety measure.*
- Tone** Reread pages 34–35. How did the tone, or feeling of the story, change when Jeanne yelled out the window?  
*The mood became a little more relaxed and humorous. The people on the bus and at the camp were nervous and upset. Jeanne’s cheers lightened the mood.*

**PAGE 60**

- Cause and Effect** Reread pages 51–54. Families began to separate at Manzanar. Why?  
*Families grew apart because they couldn’t always eat together in the cafeterias, and many people worked long hours.*
- Comparisons** Reread page 59–60. How had Papa changed when he returned?  
*He used to be energetic and strong. When he returned, he seemed older, withered, and weaker.*

Farewell to Manzanar

**Respond to Chapters 1–5**

1. **Personal Response** After the bombing of Pearl Harbor, the Wakatsukis were made to feel ashamed about their Japanese heritage. How do you feel about the way they were treated?

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2. **Inference** Adapting to life at Manzanar was very difficult for most people. Why was Jeanne able to handle living there more easily than some other people? Use the word *adapt* in your response.

*Jeanne was probably able to adapt more easily because of her age. She did not need as much privacy as the young couples did and was glad to at least be staying with family. She did not feel as much pain and humiliation as the adults did.*

3. **Problem and Solution** Papa was worried about the United States’s reaction to the bombing of Pearl Harbor. What precautions did he take? Why?

*Papa burned the flag he brought with him from Hiroshima and he also burned documents that would suggest he was still connected to Japan. He did this so that he could avoid arrest and show his loyalty to the United States.*

4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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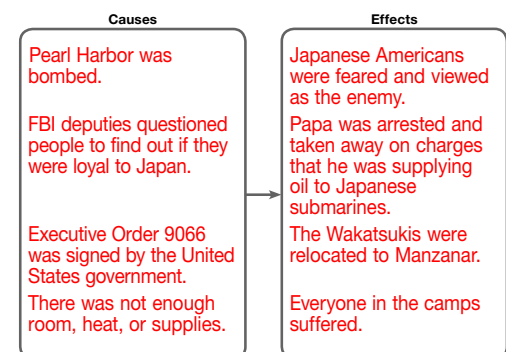
Student Journal, page 6

Farewell to Manzanar

**Respond to Chapters 1–5, continued**

5. **Cause and Effect** In Chapters 1–5, the Wakatsuki family was forced to move to an internment camp. List the causes that led them to move and the effects of those events in the **Cause and Effect Chart**.

**Cause and Effect Chart**



How did life change for the Wakatsuki family because of the bombing of Pearl Harbor?

*Life became a lot worse after the bombing because now Japanese Americans were viewed as the enemy and sent to internment camps. The family was separated and began to lose the togetherness that they had before.*

# Farewell to Manzanar

Pages 61–101      Answers for *Before You Move On*  
**Chapters 6–11**

Student Journal, page 7

PAGE 77

**1. Conclusions** Papa left Japan because he was ashamed that his family was no longer in a high social class. What does this tell you about him?

*He was overly proud and wanted to improve his life.*

**2. Comparisons** Reread pages 76–77. What did Papa compare the war to? Why did he make this comparison?

*Papa compared the war to two parents fighting. He showed that he loved both Japan and the United States equally, like a child loves both of his parents.*

PAGE 91

**1. Assumption** People whispered about Papa. Why did some people at camp think that Papa was an *inu*?

*Papa was released from Fort Lincoln early. Some people thought that Papa was released because he gave information about other prisoners to the government.*

**2. Cause and Effect** Reread pages 85–88. What caused some of the men in the Manzanar camp to revolt?

*Everyone in camp was frustrated with their mistreatment. A young cook who stood up for the camp residents was arrested. This triggered the revolt.*

PAGE 101

**1. Argument** What were Woody’s reasons for wanting to join the military? What were Papa’s reasons against Woody’s decision?

*Papa argued that a person should only fight for a worthy cause. Woody argued that serving in the war was an opportunity to prove his loyalty to his family and help end the war so they could leave the camp.*

**2. Inference** Reread pages 99–101. Why did Papa cry when he sang the Japanese national anthem?

*Papa used to sing the song every day as a child; it reminded him of home. The anthem holds special meaning because it is about endurance.*

Farewell to Manzanar

**Respond to Chapters 6–11**

**1. Personal Response** Papa was mean and violent when he returned to Manzanar. Do you think he had any right to behave this way?

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**2. Comparisons** How did the internees in Manzanar deal with their internment differently? Use the word *internment* in your response.

*Some went along with the internment camp regulations. They tried to make the best of a bad situation. Others rioted and fought against the internment system.*

**3. Conclusions** Why was the government’s Loyalty Oath so difficult for Papa?

*Papa was a strong person who was proud of himself and the countries he called home. The United States viewed him as the enemy. The Loyalty Oath forced him to either fight for the United States against his home country or choose not to fight and be disloyal to his new country.*

**4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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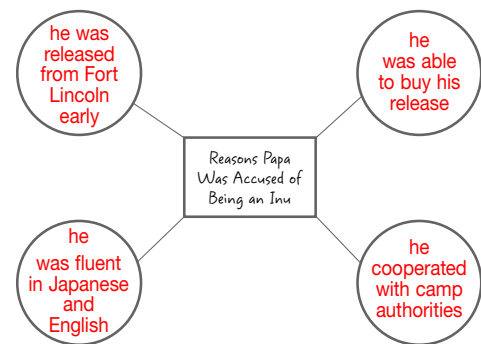
Student Journal, page 8

Farewell to Manzanar

**Respond to Chapters 6–11, continued**

**5. Conclusions** Papa was accused of being an *inu*, an informer. List the reasons people in Manzanar believed Papa was disloyal. Use the **Idea Web** to answer the question.

Idea Web



Based on what is revealed about Papa, do you think he was an *inu*? Why or why not?

*Yes. He was released early, cooperated with camp authorities, had access to information that could have been used to buy his release, and was fluent in English. No. Papa was so loyal to his home country and these details could have been rumors.*

# Farewell to Manzanar

Pages 105–154    Answers for *Before You Move On*  
**Chapters 12–18**

Student Journal, page 9

**PAGE 125**

**1. Inference** Manzanar began to seem more like a community than a camp. How did this change happen?

*The internees had transformed Manzanar to feel like a community with schools, sports, clubs, parks, and gardens.*

**2. Author's Point of View** Reread page 118. Why did the author enjoy baton twirling more than the other activities?

*To Jeanne, baton twirling was the most American activity she could learn. She wanted to feel like a true American.*

**PAGE 140**

**1. Conclusions** What happened after Woody left for the war? Why were families so worried about the future?

*The courts ruled that the camps would be closed, and Jeanne's brothers and sisters began to move to the East Coast. Some families were afraid to leave camp because they thought they would encounter racism.*

**2. Sequence** Reread pages 127–129. Eleanor was sent to the hospital to give birth. What happened next?

*Jeanne's parents stayed with Eleanor in the hospital. Jeanne saw her parents crying together when they learned that Eleanor would live, and Jeanne realized that she felt detached from her family.*

**PAGE 154**

**1. Inference** Woody was stationed in Japan. How did Woody feel when he visited his family in Hiroshima? Why?

*He was afraid his family would not approve of him because he was in the U.S. army. When they accepted him, he felt happy and wanted to know more about his father. He was proud of his heritage.*

**2. Predict** Reread pages 145–147. Do you think the government will give Papa and the other families loans? What makes you predict this?

*No. The government has done little to help Japanese Americans in the past. It is unlikely that they would help them now.*

Farewell to Manzanar

**Respond to Chapters 12–18**

**1. Personal Response** Papa coped with life at Manzanar by building rock gardens and painting. How do you cope with stressful situations?

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**2. Cause and Effect** What caused many of the internees to worry about being alienated once they left the camp? Use the words *alienation* and *ignorance* in your response.

*Before the war, U.S. citizens spoke hatefully against Japanese Americans and blamed them for the attack on Pearl Harbor. The internees realized that, due to this ignorance, they would probably experience alienation from most U.S. citizens after the war.*

**3. Inference** Why was it important that Woody went to visit his family in Hiroshima?

*He learned more about his father and gained a greater appreciation for his family history. Woody was able to embrace both the U.S. and Japan after this visit.*

**4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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Student Journal, page 10

Farewell to Manzanar

**Respond to Chapters 12–18, continued**

**5. Irony** In Chapters 12–18, the internees found ways to turn Manzanar into a community. Read the main idea. List details that support the main idea.

**Main Idea Diagram**

**Main Idea:** Internees created an atmosphere of normal life in the camp.

**Detail:** Internees created churches, Boy Scouts, beauty parlors, and fire and police departments.

**Detail:** Internees started a school.

**Detail:** Jeanne took classes, such as ballet, catechism, and baton twirling.

**Detail:** Students formed bands, and dances took place on the weekends.

**Detail:** Jeanne went on camping trips.

What is ironic about the lessons, school, and forms of entertainment that the internees established?

*The activities reflect an American society. The internees' Japanese heritage excluded them from American society, even though this is what many were most familiar with.*



# Farewell to Manzanar

## Pages 155–209    Answers for *Before You Move On* **Chapters 19–Afterword**

### PAGE 172

- 1. Conclusions** One student was surprised that Jeanne could speak English. What did this make Jeanne realize?  
*Jeanne realized that people did not see her as American. She wanted to show she was not different.*
- 2. Author’s Point of View** Reread pages 171–172. How did Jeanne feel about her parents at the awards dinner?  
*Jeanne was embarrassed because her parents were different from everyone else.*

### PAGE 185

- 1. Evidence and Conclusions** Jeanne faced discrimination in high school. Give 2 examples of this from pages 174–179.  
*The band teacher was afraid to choose Jeanne as a majorette; school tried to prevent her from being queen*
- 2. Conclusions** Reread pages 182–185. How did Jeanne feel when she went out on stage? Why?  
*Jeanne felt embarrassed and confused. She felt like she was not a part of the Japanese or American culture.*

### PAGE 205

- 1. Conclusions** What did Jeanne hope to gain by visiting Manzanar?  
*She wanted to understand and remember this part of her life.*
- 2. Inference** Reread pages 200–205. What is the importance of Jeanne’s memory of Papa buying the car?  
*It captures Papa’s pride and lively, stubborn spirit. It is one of Jeanne’s last moments at Manzanar.*

### PAGE 209

- 1. Author’s Purpose** Why did Jeanne begin to record her memories? Why did she and her husband finally write this book?  
*They realized the story was too important to not share it and hoped that people learned from it.*
- 2. Comparisons** How did the authors think the media and government reacted differently to September 11 compared to Pearl Harbor?  
*They did not put blame on Arab Americans. The same mistakes were not repeated.*

## Student Journal, page 11

Farewell to Manzanar

### Respond to Chapters 19–Afterword

- 1. Personal Response** What part in this section made a strong impression on you? How does the part relate to your life?  


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- 2. Main Idea and Details** Describe the circumstances after Jeanne left Manzanar that led to her desire for acceptance as an American. Use the word *circumstance* in your response.  
*The circumstances that led Jeanne to want acceptance included being considered non-American and non-English speaking, living in Cabrillo Homes, exclusion from groups like the Girl Scouts, and her desire to develop friendships.*
- 3. Summarize** How were the family’s first experiences out of Manzanar positive and negative?  
*The Wakatsukis did not experience the hatred they expected. They were excited to have an apartment with an indoor bathroom. They soon discovered that possessions they had stored were no longer there. They had to start over.*

**What If?**

- 4. Connect** Look at your notes on *Student Journal, page 2*. Think about what might happen if people judged you unfairly. Compare this to *Farewell to Manzanar*. Could Jeanne and her family control the way they were judged by Americans?  


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## Student Journal, page 12

Farewell to Manzanar

### Respond to Chapters 19–Afterword, continued

- 5. Conclusions** Jeanne left Manzanar as a teenage girl. She never forgot her experiences there. In the **Cluster**, list details that describe the different parts of Jeanne’s life after Manzanar.

**Cluster**

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graph TD
    A((An American Teen)) --- B((Life after Manzanar))
    C((A Reflective Adult)) --- B
    D((Sharing the Story)) --- B
    
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*Thirty years later, Jeanne and her family drove to where Manzanar was.*

*Jeanne was discriminated against in school.*

*Papa did not openly support her efforts to be more American; Mama did.*

*Jeanne felt her family’s presence was indefinitely there.*

*Jeanne thought her story would be a good record for others.*

*Her book is read in schools and still has relevance today.*

How did Jeanne’s experience in Manzanar affect her life?  
*Jeanne had to struggle to feel accepted in a society that alienated her. As an adult, Jeanne struggled with her emotions about Manzanar and finally went back to visit. Jeanne was able to connect with her feelings about her experience and wrote this book in order to educate others about what happened.*

# Exchange Discussion

## THE QUESTION

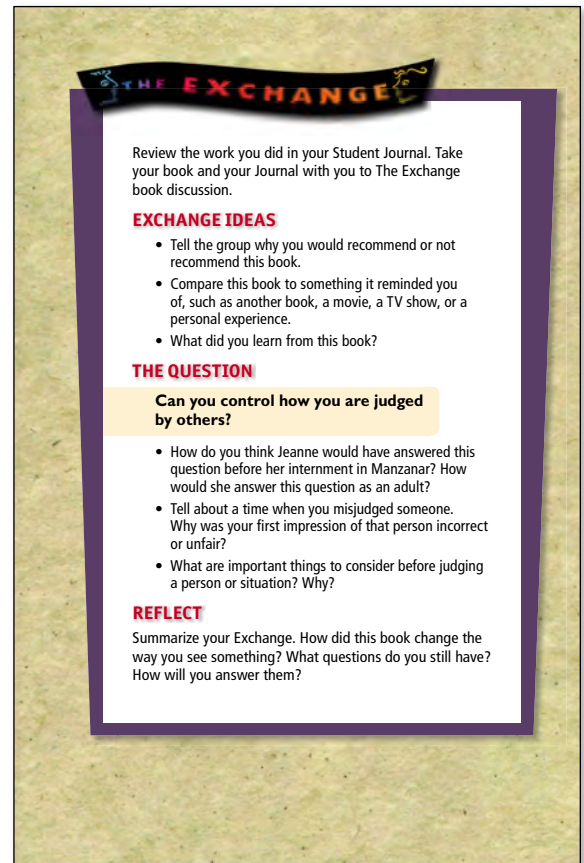
Can you control how you are judged by others?

- How do you think Jeanne would have answered this question before her internment in Manzanar? How would she answer this question as an adult?

*Before her internment in Manzanar, Jeanne was a young girl who did not understand how much the war and her Japanese ancestry would affect other people's opinions of her. Now that she is an adult, she understands discrimination. She would say that you cannot control how others judge you.*

- Tell about a time when you misjudged someone. Why was your first impression of that person incorrect or unfair?
- What are important things to consider before judging a person or situation? Why?

Farewell to Manzanar, inside back cover



Review the work you did in your Student Journal. Take your book and your Journal with you to The Exchange book discussion.

### EXCHANGE IDEAS

- Tell the group why you would recommend or not recommend this book.
- Compare this book to something it reminded you of, such as another book, a movie, a TV show, or a personal experience.
- What did you learn from this book?

### THE QUESTION

Can you control how you are judged by others?

- How do you think Jeanne would have answered this question before her internment in Manzanar? How would she answer this question as an adult?
- Tell about a time when you misjudged someone. Why was your first impression of that person incorrect or unfair?
- What are important things to consider before judging a person or situation? Why?

### REFLECT

Summarize your Exchange. How did this book change the way you see something? What questions do you still have? How will you answer them?

# Evaluate the Discussion

Use the reproducible master from page 9 of this **Teacher's Guide** to evaluate **The Exchange** discussion. The form may also be used by students for group assessment.

Discussion Rubric

Evaluate the Discussion		
Excellent	Good	Fair
<input type="checkbox"/> Everyone participated.	<input type="checkbox"/> Most people participated.	<input type="checkbox"/> Only a few people participated.
<input type="checkbox"/> Everyone spoke clearly.	<input type="checkbox"/> Most people spoke clearly.	<input type="checkbox"/> Some people did not speak clearly.
<input type="checkbox"/> Everyone listened carefully.	<input type="checkbox"/> Most people listened carefully.	<input type="checkbox"/> Some people did not listen carefully.
<input type="checkbox"/> We stayed on the topic throughout the discussion.	<input type="checkbox"/> We stayed on the topic most of the time.	<input type="checkbox"/> We did not stay on the topic all the time.
<input type="checkbox"/> We responded to each other's thoughts and ideas often.	<input type="checkbox"/> We commented on each other's thoughts and ideas sometimes.	<input type="checkbox"/> We did not make many comments on each other's thoughts and ideas.
<input type="checkbox"/> Most people used examples from the book to support their points.	<input type="checkbox"/> Many people used examples from the book to support their points.	<input type="checkbox"/> Only a few people used examples from the book to support their points.
<input type="checkbox"/> Most people gave detailed answers using their experiences and even other texts.	<input type="checkbox"/> Many people gave detailed answers using their experiences.	<input type="checkbox"/> Only a few people gave detailed answers.

Notes:

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# Evaluate the Discussion

Excellent	Good	Fair
<input type="checkbox"/> Everyone participated.	<input type="checkbox"/> Most people participated.	<input type="checkbox"/> Only a few people participated.
<input type="checkbox"/> Everyone spoke clearly.	<input type="checkbox"/> Most people spoke clearly.	<input type="checkbox"/> Some people did not speak clearly.
<input type="checkbox"/> Everyone listened carefully.	<input type="checkbox"/> Most people listened carefully.	<input type="checkbox"/> Some people did not listen carefully.
<input type="checkbox"/> We stayed on the topic throughout the discussion.	<input type="checkbox"/> We stayed on the topic most of the time.	<input type="checkbox"/> We did not stay on the topic all the time.
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**Notes:**

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# Farewell to Manzanar

## Assessment

Assess students' understanding of *Farewell to Manzanar* by administering the multiple-choice test and essay questions. (Teacher's Guide, pages 11–13)

How you administer the **Assessment** depends on your objective. You may choose to use the test as:

- an open-book test to allow students to continue practicing reading strategies and/or become familiar with a typical standardized test format
- a closed-book test to check students' comprehension of the book and their abilities in various reading skills
- a take-home test to allow students to practice reading strategies as well as test-taking skills

Suggested point values are as follows:

**Assessment Part I:** 5 points per question for a total of 50 points

**Assessment Part II:** 40 points possible (see **Scoring Guide**, page 14)

## Assessment Part I

**Farewell to Manzanar** Name: \_\_\_\_\_

**Assessment Part I**

Circle the best answer.

- Jeanne's classmate showed surprise when she realized that Jeanne could speak English. This is an example of—
  - kindness
  - ignorance
  - generosity
  - internment
- How did the United States view Japanese Americans after Pearl Harbor?
  - The United States viewed Japanese Americans as U.S. citizens.
  - The United States viewed Japanese Americans as allies.
  - The United States viewed Japanese Americans as members of a military.
  - The United States viewed Japanese Americans as the enemy.
- Why was the Loyalty Oath an important decision for Japanese Americans?
  - If they did not decide correctly, they would not receive food for the week.
  - If they appeared loyal to the United States, they would lose their bathroom privileges.
  - It forced them to choose between their home country and the United States.
  - It would let the United States government know secrets about the Japanese army.
- On page 77, Papa uses the metaphor of a father and mother fighting to describe the war because—
  - he wanted the interviewer to know he never liked his parents
  - he wanted the interviewer to realize that he could not choose between Japan and the United States
  - he wanted to let everyone in the camp know how he felt about being treated as an enemy
  - he wanted to describe his feelings toward marriage and family
- Papa was separated from his family at Fort Lincoln. Japanese Americans were isolated from the rest of America. These are examples of—
  - infection
  - disobedience
  - inclusion
  - alienation
- Jeanne's siblings moved to New Jersey because—
  - they could not stand to be near Papa
  - they wanted to move farther from Japan
  - they wanted to attend college
  - they hoped to find less anti-Asian sentiment

## Assessment Part II

**Farewell to Manzanar**

**Guidelines for Short Essay**

Have students write a short essay in response to one of the writing prompts below. Use the **Scoring Guide** to assist in your evaluation of their essays.

- After the bombing of Pearl Harbor, Japanese Americans were forced to live in internment camps. Write an essay that shows arguments for and against the internment of Japanese Americans during World War II.
 

Students may argue for the internment by saying that Americans were so scared that they felt they needed to protect themselves against all possible enemies. They may argue against the internment by saying that discrimination based upon how a person looks is wrong and can lead to horrible things like the Japanese Americans' experience in the internment camps.
- How did the bombing of Pearl Harbor affect Jeanne's life in positive and negative ways? If you were to write an autobiography, what historical events would it include? Why?
 

Jeanne was forced to suffer through life in Manzanar. She learned what could happen because of hatred. She learned to value her heritage and her family, and found a voice to speak about what happened so that it won't happen again. Students may reply that 9/11 would be included in their autobiography because of the profound impact it had on the world.

**Scoring Guide**

Description of the response:	
4	<ul style="list-style-type: none"> <li>• Interpretation is accurate and thoughtful</li> <li>• Explanation is fully developed</li> <li>• Support includes specific and relevant text evidence</li> <li>• All parts of the question are clearly addressed</li> </ul>
3	<ul style="list-style-type: none"> <li>• Interpretation is adequate</li> <li>• Explanation is developed but may lack some insight</li> <li>• Support includes most specific and relevant text evidence</li> <li>• All parts of the question are addressed to some degree</li> </ul>
2	<ul style="list-style-type: none"> <li>• Interpretation is literal or limited</li> <li>• Explanation is incomplete</li> <li>• Support includes some specific and relevant text evidence</li> <li>• Only parts of the question are addressed and mostly in a limited way</li> </ul>
1	<ul style="list-style-type: none"> <li>• Interpretation is weak</li> <li>• Explanation is vague</li> <li>• Support includes few, if any, relevant details from the text</li> <li>• Only one part of the question is minimally addressed</li> </ul>
0	Response is totally incorrect or irrelevant

## Assessment Part I, continued

**Farewell to Manzanar** Name: \_\_\_\_\_

**Assessment Part I, continued**

Circle the best answer.

- Which of these best summarizes the book?
  - Jeanne Wakatsuki and her family lived in an internment camp during World War II. She was born in the United States, but she was treated like an enemy. The treatment while in the camp and the alienation she felt after returning home had a dramatic impact on her life. She was motivated to share her story.
  - Jeanne and her family were sent to a Japanese internment camp after the bombing of Pearl Harbor. They were able to build gardens and attend schools. This made their experience seem less frightening and they felt like they were regular Americans.
  - As a Japanese American, Jeanne tried to fit into American society. She suffered alienation and discrimination. Jeanne realized as an adult that her story was important to share, so she decided to write her autobiography. Today it is taught in many classrooms and has served as a lesson against racial discrimination.
  - Jeanne wrote this memoir in order to teach future generations about the suffering caused because of racial discrimination. As an adult, Jeanne was able to relieve the emotions she felt. She wrote this book which has been taught in many classrooms.
- What can a reader conclude about Jeanne's reason for writing the book?
  - She wanted to tell people how much she liked her time at Manzanar.
  - She wanted people to learn from history so such wrongs are not repeated.
  - She wanted to receive payment.
  - She wanted her children to go through similar experiences to make them strong.
- From Jeanne's father's behavior when he returned from Fort Lincoln, the reader can conclude that—
  - he felt bad that he said he would not become a soldier
  - he was ashamed that people called him *inu* and considered him disloyal
  - he no longer loved his family
  - he thought that he would appear brave
- Which sentence from the selection supports the idea that Woody wanted to understand his father better?
  - Yet while Woody grew, Papa seemed to shrink, losing potency.
  - Woody has postponed this visit many times.
  - ... there is still a hill outside of town that Papa used to climb. Tomorrow I will climb it and see what his eyes used to see.
  - Woody always answered softly, respectfully, with a boyish and submissive smile.

## Assessment Part I

Circle the best answer.

- Jeanne's classmate showed surprise when she realized that Jeanne could speak English. This is an example of—
  - kindness
  - ignorance
  - generosity
  - internment
- How did the United States view Japanese Americans after Pearl Harbor?
  - The United States viewed Japanese Americans as U.S. citizens.
  - The United States viewed Japanese Americans as allies.
  - The United States viewed Japanese Americans as members of a military.
  - The United States viewed Japanese Americans as the enemy.
- Why was the Loyalty Oath an important decision for Japanese Americans?
  - If they did not decide correctly, they would not receive food for the week.
  - If they appeared loyal to the United States, they would lose their bathroom privileges.
  - It forced them to choose between their home country and the United States.
  - It would let the United States government know secrets about the Japanese army.
- On page 77, Papa uses the metaphor of a father and mother fighting to describe the war because—
  - he wanted the interviewer to know he never liked his parents
  - he wanted the interviewer to realize that he could not choose between Japan and the United States
  - he wanted to let everyone in the camp know how he felt about being treated as an enemy
  - he wanted to describe his feelings toward marriage and family
- Papa was separated from his family at Fort Lincoln. Japanese Americans were isolated from the rest of America. These are examples of—
  - infection
  - disobedience
  - inclusion
  - alienation
- Jeanne's siblings moved to New Jersey because—
  - they could not stand to be near Papa
  - they wanted to move farther from Japan
  - they wanted to attend college
  - they hoped to find less anti-Asian sentiment

**Assessment Part I**, continued

Circle the best answer.

7. Which of these best summarizes the book?
- A Jeanne Wakatsuki and her family lived in an internment camp during World War II. She was born in the United States, but she was treated like an enemy. The treatment while in the camp and the alienation she felt after returning home had a dramatic impact on her life. She was motivated to share her story.
  - B Jeanne and her family were sent to a Japanese internment camp after the bombing of Pearl Harbor. They were able to build gardens and attend schools. This made their experience seem less frightening and they felt like they were regular Americans.
  - C As a Japanese American, Jeanne tried to fit into American society. She suffered alienation and discrimination. Jeanne realized as an adult that her story was important to share, so she decided to write her autobiography. Today it is taught in many classrooms and has served as a lesson against racial discrimination.
  - D Jeanne wrote this memoir in order to teach future generations about the suffering caused because of racial discrimination. As an adult, Jeanne was able to relive the emotions she felt. She wrote this book which has been taught in many classrooms.
8. What can a reader conclude about Jeanne's reason for writing the book?
- A She wanted to tell people how much she liked her time at Manzanar.
  - B She wanted people to learn from history so such wrongs are not repeated.
  - C She wanted to receive payment.
  - D She wanted her children to go through similar experiences to make them strong.
9. From Jeanne's father's behavior when he returned from Fort Lincoln, the reader can conclude that—
- A he felt bad that he said he would not become a soldier
  - B he was ashamed that people called him *inu* and considered him disloyal
  - C he no longer loved his family
  - D he thought that he would appear brave
10. Which sentence from the selection supports the idea that Woody wanted to understand his father better?
- A *Yet while Woody grew, Papa seemed to shrink, losing potency.*
  - B *Woody has postponed this visit many times.*
  - C *. . . there is still a hill outside of town that Papa used to climb. Tomorrow I will climb it and see what his eyes used to see.*
  - D *Woody always answered softly, respectfully, with a boyish and submissive smile.*





## Guidelines for Short Essay

Have students write a short essay in response to one of the writing prompts below. Use the **Scoring Guide** to assist in your evaluation of their essays.

- A.** After the bombing of Pearl Harbor, Japanese Americans were forced to live in internment camps. Write an essay that shows arguments for and against the internment of Japanese Americans during World War II.

Students may argue for the internment by saying that Americans were so scared that they felt they needed to protect themselves against all possible enemies. They may argue against the internment by saying that discrimination based upon how a person looks is wrong and can lead to horrible things like the Japanese Americans' experience in the internment camps.

- B.** How did the bombing of Pearl Harbor affect Jeanne's life in positive and negative ways? If you were to write an autobiography, what historical events would it include? Why?

Jeanne was forced to suffer through life in Manzanar. She learned what could happen because of hatred. She learned to value her heritage and her family, and found a voice to speak about what happened so that it won't happen again. Students may reply that 9/11 would be included in their autobiography because of the profound impact it had on the world.

## Scoring Guide

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