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Sample



Farewell to Manzanar

by Dean Nakatsuki Houston
James D. Houston

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



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Chapter-by-Chapter Study Guide



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Item No: 300352

Objectives

By the end of this Unit, the student will be able to:

1. define autobiography and point out how this work fits the definition.
2. infer what the thoughts, ideas, and actions of the characters might be when they are not expressly stated.
3. summarize and comment on the impact of the following on the narrator's family:
 - Executive Order 9066
 - the loyalty oath
 - the creation of the nisei regiment
 - three supreme court cases - Hirabayashi, Korematsu, Endu
 - the December riot at Manzanar
4. understand the meaning through context clues of Japanese terms:
 - Shikata ga nai - It cannot be helped
 - Issei - Japanese immigrants from 1890-1915
 - samurai - class of Japanese people, just below the nobility
 - Inu - collaborator or traitor
 - Nisei - children of Issei who are American citizens
 - oori - dance
5. recognize the ways in which the internment camps contributed to the break up of the family unit.
6. point out how the living conditions at the camps demonstrated a lack of understanding of Japanese culture in regard to food and privacy.
7. point out how Papa's cane and the rock garden are used as symbols in this novel.
8. write a character sketch of Papa commenting on the following:
 - his position as patriarch of the family
 - the ways in which he tries to cope with the humiliations he must endure
 - his childhood in Japan
 - his strengths/weaknesses in his daughter's eyes
 - the impact on him of Pearl Harbor and the bombing of Hiroshima
 - his opinion on the causes of war and the proper attitude of a good soldier
9. discuss the following metaphors:
 - Japan and the U.S. as a mother and a father
 - the photograph of the old woman and her dog

Questions for Discussion and Essay

1. Compare and contrast the ways Jeanne's mother and father cope with the hardships they suffer at Manzanar.
2. Why does Jeanne learn to twirl the baton instead of taking Odori lessons?
3. What kind of home does Jeanne live in before Manzanar? How does the family's lifestyle change after they are released from the camp?
4. How is Jeanne first introduced to the idea of racial bigotry? In what ways does she try to fit in a school after leaving Manzanar?
5. Why are many of the people detained at Manzanar reluctant to leave? Why do the younger families have an easier time adjusting to life outside the camp?
6. Briefly summarize the three Supreme Court cases regarding the internment of Japanese-Americans. What impact do each of them have on the closing of the camps?
7. Write a character sketch of Woody. Why does Jeanne consider him a surrogate father?
8. In what ways can Papa's cane and his rock garden be considered symbols in this story? What do they reveal about Japanese culture and traditions?
9. How does Woody's visit with Toyo in Japan help him better understand his father?
10. Why doesn't Ko want his son to volunteer to serve in the military? Why does Woody want to go? Why do you think the all-Nisei Unit is the most decorated regiment in World War II and suffers the highest mortality rate?
11. Point out the reasons for the lack of privacy at the camps and the impact this inconvenience has on Jeanne's family.
12. Why are the bombings of Pearl Harbor and Hiroshima so difficult for Papa? How does he respond when he is asked which country he wants to win the war? Do you think he should have answered any other way?
13. Sociologists finally come to the camp and are appalled at the breakdown of the family units. What do they recommend to remedy the situation? Are they successful?
14. Define "Issei," "Inu," and "Nisei." Why are the differences between the three generations important enough for the Japanese to give each group its own name?

Farewell to Manzanar

Part I

Foreword

1. What evidence is there that this book is an autobiography?

2. Why does Jeanne Houston write the book?

Chapter 3: A Different Kind of Sand

VOCABULARY

buffeting – striking
cubicle – a small, detached area
knotholes – holes in wood
mimicked – imitated
scanning – quickly glancing over

1. Find two sentences in this chapter that sums up Woody's character.

2. List two jokes Kiyoko makes about their poor living conditions that also serve to illustrate the careless way the internment camps treat the families.

3. What is the significance of the title of this chapter, "A Different Kind of Sand"?

4. How does Mama feel about their new living quarters?

Chapter 11: Yes Yes No No

bellowing – shouting or crying
credo – a belief
espionage – the act of spying
grotesque – unnatural; bizarre
livid – angry
submissive – unresisting; unyielding
unqualified – total and absolute

1. Why does Papa think it is dangerous for Woody to sign the loyalty oath, agreeing to fight in the war?

2. What three options are available to the people of Manzanar because of the loyalty oath?

3. What is the JACL? Why do the people want to form an all-Nisei combat regiment? How does history view their decision?

4. What makes Papa cry? What is Jeanne's reaction?
