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- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Farewell to Manzanar

based on the book by

Jeanne Wakatsuki Houston & James D. Houston

Written by

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## INTRODUCTION - *Farewell to Manzanar*

This unit has been designed to develop students' reading, writing, thinking, listening, and speaking skills through exercises and activities related to *Farewell to Manzanar* by Jeanne Wakatsuki Houston. It includes 20 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to *Farewell to Manzanar*. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. They are also introduced to the nonfiction assignment. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately 30 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple-choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**.

Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **inform**. Students will write a newspaper article related to the internment of the Japanese-Americans. The second writing assignment is to **persuade**. Students will write a letter to a government official explaining why the Japanese-Americans should be released from the internment camps. The third writing assignment is to offer a **personal opinion**. Students will take the role of a friend of Jeanne's in junior high or high school and tell other students how Jeanne should be treated. .

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Farewell to Manzanar*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information; it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice matching true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **resource materials sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit.

## SHORT ANSWER STUDY GUIDE QUESTIONS - *Farewell to Manzanar*

### Foreword, Chronology, and Terms

1. What is the author's (Jeanne Wakatsuki Houston) relationship to Manzanar?
2. When did the first Japanese arrive on the US mainland, and where did they settle?
3. When did Congress grant naturalization rights to some groups? Which groups were granted the rights? Which groups were omitted?
4. When did the Japanese government lift its ban on emigration, and what was the result?
5. What restriction did the U. S. Bureau of Immigration and Naturalization create for the Japanese, and when was this done?
6. When and why did immigration from Japan to the United States stop?
7. When was the attack on Pearl Harbor?
8. Describe the three events that occurred in 1942.
9. Describe the Supreme Court ruling of 1944 and the two events of 1945. Include the dates.
10. What is Public Law 414, and when was it passed?

### Part I: Chapters 1, 2, 3

1. What is the setting when the story opens?
2. Why did the fishing boats return?
3. What did Papa do the night he heard the news?
4. Why was the FBI picking up Japanese-American fishermen?
5. What happened to Papa two weeks later, and how did he react?
6. Why was Jeanne afraid on Terminal Island?
7. What was Order 9066 and how did it affect the Japanese Americans?
8. How does Jeanne describe the public attitudes toward the Japanese in California? Include the example of her teacher in Boyle Heights.
9. What happened to the Wakatsuki family?
10. Describe the conditions in the barracks.

### Part I: Chapters 4, 5, 6

1. How was the War Department helping the people in the camps to get better clothing?
2. What was Jeanne's physical condition at the camp?
3. What is Jeanne's observation of how Mama coped with using the latrines?
4. How does Jeanne describe the entire situation?
5. What happened in the mess halls that changed the families? Why did this happen?
6. What work did Mama start doing? Why was she doing it?
7. How old is the author in this part of the story?
8. Describe the reunion with Papa. Include how he looked and what Jeanne did.
9. How does Jeanne as an adult see the cane that Papa brought back with him from Fort Lincoln?
10. What job did Papa have at Fort Lincoln? Why did he have that job?

ANSWER KEY: SHORT ANSWER STUDY GUIDE QUESTIONS - *Farewell to Manzanar*

Foreword, Chronology, and Terms

1. What is the author's (Jeanne Wakatsuki Houston) relationship to Manzanar?  
She was interred there with her family when she was a young girl.
2. When did the first Japanese arrive on the US mainland, and where did they settle?  
They arrived at Gold Hill near Sacramento, CA in 1869.
3. When did Congress grant naturalization rights to some groups? Which groups were granted the rights? Which groups were omitted?  
In 1870, Congress granted naturalization rights to free whites and people of African descent, but not to the Oriental races.
4. When did the Japanese government lift its ban on emigration, and what was the result?  
In 1886 the Japanese government lifted its ban on emigration. As a result, Japanese citizens were able for the first time to move to other countries.
5. What restriction did the U. S. Bureau of Immigration and Naturalization create for the Japanese, and when was this done?  
In 1911 the U. S. Bureau of Immigration and Naturalization said that only whites and people of African descent could file for citizenship. The Japanese were not allowed to file for U. S. citizenship.
6. When and why did immigration from Japan to the United States stop?  
In 1924 The U. S. Congress passed an Immigration Act that said any immigrant who could not become an U. S. citizen could not enter the United States. This meant that no Japanese could enter the country.
7. When was the attack on Pearl Harbor?  
December 7, 1941
8. Describe the three events that occurred in 1942.
  1. February 19. President Roosevelt gives the War Department the authority to define military areas in the western states and to exclude anyone who might be a threat.
  2. March 25. Evacuees begin to arrive at the Manzanar camp.
  3. August 12. Evacuation of 110,000 people of Japanese ancestry to ten inland camps is completed.



MULTIPLE CHOICE STUDY GUIDE/QUIZ QUESTIONS *Farewell to Manzanar*

Foreword, Chronology, and Terms

1. What is the author's (Jeanne Wakatsuki Houston) relationship to Manzanar?
  - A. She was a reporter doing a story about the camp.
  - B. Her parents were interred there before she was born.
  - C. Her husband's family was interred there when he was a boy.
  - D. She was interred there with her family when she was a young girl.
  
2. When and where did the first Japanese settle on the US mainland?
  - A. They settled at Portland, Oregon, in 1818.
  - B. They settled at Sacramento, CA in 1869.
  - C. They settled at Seattle, Washington, in 1852.
  - D. They settled at Long Beach, California in 1890.
  
3. In 1870 Congress granted naturalization rights to \_\_\_\_\_.
  - A. Orientals only
  - B. free whites, Orientals, and Mexicans
  - C. free whites and people of African descent
  - D. people of African descent and people from the Middle East
  
4. When did the Japanese government lift its ban on emigration?
  - A. 1886
  - B. 1914
  - C. 1940
  - D. 1812
  
5. True or False: In 1911 the U. S. Bureau of Immigration and Naturalization allowed the Japanese to file for U. S. citizenship.
  - A. True
  - B. False
  
6. When did immigration from Japan to the United States stop?
  - A. 1899
  - B. 1924
  - C. 1942
  - D. 1876
  
7. When was the attack on Pearl Harbor?
  - A. January 1, 1943
  - B. October 31, 1942
  - C. December 7, 1941
  - D. November 25, 1940

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Foreword, Chronology, Terms

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. When we first considered writing a book about the internment of Japanese Americans during World War Two, we told a New York writer friend about the idea.

---

2. He said, "It's a dead issue. These days you can hardly get people to read about live issues."

---

3. As the photos brought that world back, I began to dredge up feelings that had lain submerged since the forties.

---

4. Writing it has been a way of coming to terms with the impact these years have had on my entire life.

---

5. U. S. Congress grants naturalization rights to free whites and people of African descent, omitting mention of Oriental races.

---

6. The Japanese government lifts its ban on emigration, allowing its citizens for the first time to make permanent moves to other countries.

---

7. Alien Land Bill prevents Japanese aliens from owning land in California.

---

8. Issei. The first generation. The Issei were born in Japan.

---

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Foreword, Chronology, Terms

Part 1, continued

9. Nisei. The second generation, the children of the Issei. American citizens by birth, almost all Nisei were born before the Second World War.

---

10. Sansei. The third generation of American with Japanese ancestry, most of them born during or after the Second World War.

Part II: Determining the Meaning: Match the vocabulary words to their dictionary definitions.

- |                         |  |
|-------------------------|--|
| _____ 1. internment     | A. admitted to citizenship                   |
| _____ 2. issue          | B. matter or point of discussion             |
| _____ 3. dredge         | C. third generation; born in US after WWII   |
| _____ 4. impact         | D. non-citizens living in a country          |
| _____ 5. naturalization | E. being forced to stay in a place           |
| _____ 6. emigration     | F. second generation; born in US before WWII |
| _____ 7. aliens         | G. forceful effect                           |
| _____ 8. Issei          | H. bring up                                  |
| _____ 9. Nisei          | I. first generation; born in Japan           |
| _____ 10. Sansei        | J. resettling in another country             |

## LESSON ONE

### Objectives

1. To introduce the *Farewell to Manzanar* unit
2. To relate prior knowledge to the new material
3. To receive books and other related materials (study guides, reading assignment)
4. To do the prereading work for the Foreword, Chronology, and Terms

### Activity #1

Show students some pictures of the Manzanar relocation camp or the other relocation camps, as well as the Long Beach area of California from the early 1940's (World War II era.) Tell students they are going to read book about the experiences of one woman who lived at the Manzanar camp for several years. Explain that the book is her memoir of those years. It is written in the first person, told from Jeanne's point of view as a young child, with some of her observations as an adult looking back also included. Discuss with students why someone would want to write such a book. Ask students how they think they will benefit from reading the book.

### Activity #2

Ask students to tell you what they know about World War II in general, the situation the Japanese Americans faced during the war, Jeanne Wakatsuki Houston, and the book. Do a group KWL with students. The form is included in this unit plan. Put any information the students know in the K column (What I Know.) Ask students what they want to find out and put those questions in the W column (What I Want to Find Out.) Keep the KWL sheet and refer back to it while reading. After reading the novel, complete the L column (What I Learned.)

### Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading / Writing Assignment Sheet You (the teachers) need to fill in the reading and writing assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

## Daily Lesson Plans *Farewell to Manzanar*

### LESSON ONE, continued

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The Extra Activities Packet portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. Bring the books and articles in from the library and keep several copies of the puzzles on hand. Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

Notebook or Unit Folder You may want the students to keep all of their worksheets, notes, and other papers for the unit together in a binder or notebook. During the first class meeting, tell them how you want them to arrange the folder. Make divider pages for vocabulary worksheets, prereading study guide questions, review activities, notes, and tests. You may want to give a grade for accuracy in keeping the folder.

### Activity #4

Show students how to preview the study questions and do the vocabulary work for the Foreword, Chronology, and Terms of *Farewell to Manzanar*. If students do not finish this assignment in class, they should complete it prior to the next class meeting.



WRITING ASSIGNMENT 1 *Farewell to Manzanar*  
Writing to Inform

PROMPT

In the first few chapters of *Farewell to Manzanar* you read about the U. S. government's efforts to relocate thousands of Japanese-Americans living along the west coast to inland camps. Now you will take on the persona of a newspaper journalist in 1942 writing a news article about the event.

PREWRITING

A newspaper article tells *who, what, when, where, and why*, about a topic as well as *how* it happened. Write these six words in a column on a piece of paper. Next to each word, write as much information as you can that is related to the move to Manzanar or the other camps. You may need to do some extra research to complete this step of the writing assignment.

DRAFTING

First, write a headline for your news article. The headline should only be a few words; it does not need to be a complete sentence. Get your main idea across in the headline. Then write the article. Your lead sentence in the first paragraph should tell what happened, when it happened, and who was involved. The rest of the article should fill in more of the details. If possible, use a quote from a source who was present at the time. You may use a quote from the book *Farewell to Manzanar* or from another related book. Be sure to give the name of the person who said the quote. Each time you introduce a new topic, start a new paragraph. The paragraphs in newspaper articles are usually about 6-10 sentences long, so keep that in consideration as well.

Include a byline that gives your name and a dateline that tells when and where the article was written.

Since this is a news article, it is not appropriate to include your personal opinion or to use words that describe anyone in an unfavorable way. As a reporter, you must report only the facts.

PEER EDITING

When you finish the rough draft of your newspaper article, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about the work, which parts were difficult to understand, and ways in which your work could be improved. Reread your text considering your critic's comments, and make the revisions you think are necessary.

PROOFREADING

Do a final proofreading of your newspaper article, double-checking your grammar, spelling, organization, and the clarity of your ideas. Turn the article in to your teacher for grading. Follow your teacher's guidelines for completing the final draft of your paper.

WRITING EVALUATION FORM *Farewell to Manzanar*

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Writing Assignment # \_\_\_\_\_

Circle One For Each Item:

Composition          excellent          good          fair          poor

Style                  excellent          good          fair          poor

Grammar              excellent          good          fair          poor (errors noted)

Spelling              excellent          good          fair          poor (errors noted)

Punctuation        excellent          good          fair          poor (errors noted)

Legibility            excellent          good          fair          poor (errors noted)

Strengths:

Weaknesses:

Comments/Suggestions:



## EXTRA WRITING ASSIGNMENT/DISCUSSION QUESTIONS

### *Farewell to Manzanar*

#### Interpretive

1. From what point of view is the novel written? How does this affect your understanding of the story?
2. Discuss the theme of overcoming prejudice as it is presented in the novel.
3. Discuss Jeanne's emergence as a person, and the roles that Mama, Papa, and her friends and teachers had in her development.
4. What are the main conflicts in the story? How are they resolved?
5. How important is the setting to the story?
6. Discuss the use of the pear tree as a symbol in the novel.
7. In the book, Jeanne compares her father to a slave set free after the Civil War. How do you respond to this comparison? Do you agree or disagree? Why?
8. Why did Papa burn his flag and papers?
9. Jeanne says that her life really started at Manzanar. What does she mean?
10. In Chapter 13, Jeanne describes the way Reiko and Mitsue treated her. Why do you think they did this?

#### Critical

11. How does the title fit with the themes in the book?
12. How did Jeanne change over the course of the book? Were the changes for the good?
13. How did Papa change over the course of the book? Were the changes for the good?
14. What was the overall mood of the book? Give examples to support your answer.
15. Discuss the imagery used in the book. How vivid is it? How effective is it?
16. During the course of the book, Jeanne strays from the straight sequence and gives some of the background on her parents. How does this organization affect your understanding and enjoyment of the book?
17. The book ends with a flashback to the day the family left Manzanar. How effective is this ending? How else might the authors have ended the book?
18. Jeanne mentions several other family members but does not go into detail about them. Does this lack of description add to or take away from the book?

#### Personal Response

19. Did you enjoy reading *Farewell to Manzanar*? Why or why not?
20. *Farewell to Manzanar* had several tragic or difficult circumstances. Which was the hardest, and why?
21. Which of the characters did you like, and why? Which did you dislike, and why?
22. This book is a memoir, written in first person. How do you think you would respond differently if the book were written in third person?
23. Which scene or event in the book did you like most? Why?
24. Which scene or event in the book was most upsetting or disturbing? Why?
25. Before you read the book, did you think it would be possible to live in an internment camp? What do you think after reading *Farewell to Manzanar*?
26. Did Jeanne's experiences change the way you look at yourself? How?

SHORT ANSWER UNIT TEST 1 *Farewell to Manzanar*

I. Matching/Identification; Directions: Place the letter of the matching definition on the blank line.

- |                         |   |
|-------------------------|---|
| _____ 1. Issei          | A. Jeanne's home after released from internment       |
| _____ 2. Nisei          | B. beaten at camp and almost died                     |
| _____ 3. Sansei         | C. Jeanne's friend in junior high but not high school |
| _____ 4. Ocean Park     | D. evacuees begin to arrive at Manzanar               |
| _____ 5. Cabrillo Homes | E. first generation, born in Japan                    |
| _____ 6. Radine         | F. Jeanne's sister, had a baby at the camp            |
| _____ 7. Fred Tayama    | G. Jeanne's home before the internment                |
| _____ 8. Eleanor        | H. second generation, born in U. S. before WWII       |
| _____ 9. March 25, 1942 | I. Manzanar camp officially closes                    |
| _____ 10. Nov. 21, 1945 | J. third generation, born in U. S. after WWII         |

II. Short Answer

Directions: Answer each question.

1. Describe the three events that occurred in 1942.
  
  
  
  
  
  
  
  
  
  
2. What was Order 9066 and how did it affect the Japanese Americans?