

Farewell to Manzanar Nonfiction Unit



Name: _____

What Do You See? Photographic Analysis

Objective Observation	Subjective Observation	Knowledge	Deduction
<p>Describe what you see in the photograph—the forms and structures, the arrangement of the various elements. Avoid personal feelings or interpretations. Your description should help someone who has not seen the image to visualize it.</p>	<p>Describe your personal feelings, associations, and judgments about the image. Always anchor your subjective response in something that is seen. For example, “I see..., and it makes me think of...”</p>	<p>Describe prior knowledge that you can associate with this image including prior experience, study, assumptions, and intuitions.</p>	<p>What can you conclude about this photograph?</p>
<p style="text-align: center;">Questions: What questions does this photograph raise? What else would you need to know?</p>			

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.

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Cartoon Analysis



The use of political and editorial cartoons in the classroom can have multiple benefits. One of the wonderful qualities is the fact that they can be used to develop skills used in language arts (language use), art (cartooning techniques) and social studies (political and popular events and individuals).

Similar to [It's No Laughing Matter](#) found in the [Presentations and Activities section](#) of the [Teacher's Page](#), the political cartoons to be analyzed here are completely interactive. You can drag and drop the persuasive techniques used in political cartoons onto their instance in the cartoon. The instance area will highlight when you have the correct technique over it. The cartoon analysis is built using Adobe Flash technology, so you will need Flash player installed to use the analysis. You will need the at least version 8 of Flash Player.

We chose to focus on these five common persuasive techniques used by cartoonists: exaggeration, labeling, symbolism, analogy, and irony. Here is a brief explanation of each technique:

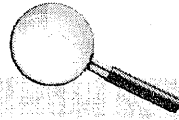
- Exaggeration - Cartoonists will overdo physical characteristics of people or things in order to make a point.
- Labeling - Objects or people are often labeled by cartoonists to make it clear exactly what they stand for.
- Symbolism - Objects are used to stand for larger concepts or ideas.
- Analogy - Cartoonists will 'draw' a comparison between two unlike things.
- Irony - The difference between the way things are and the way things should be.

On to the Cartoons...

On the linked pages you will find four different cartoons to look at. To begin click [here](#) for the FIRST CARTOON. We have provided an explanation of the persuasive techniques with each cartoon to help out. If you would like to download a [cartoon analysis form](#) it can be used to analyze other cartoons available through American Memory or in print and web media today.

[Cartoon Home](#) - [Cartoon One](#) - [Cartoon Two](#) - [Cartoon Three](#) - [Cartoon Four](#)

CARTOON ANALYSIS



First glance...

Look at the cartoon you were given or selected and list any of the following you see:

Title:

Objects/People:

Words/Phrases:

Dates/Numbers:

Sensory Qualities

Are lines bold, fussy, light, hard or soft?

Taking a closer look...

Images

Which objects are used as symbols?

Why were the symbols used and what do they represent?

Is anything exaggerated? How?

Is the cartoon realistic or abstract?

List adjectives that describe emotions visible in the cartoon.

Words

Which words or phrases appear to be important? Why?

Cartoon Purpose

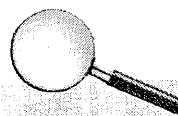
Describe action taking place in the cartoon.

Explain how the words in the cartoon explain the symbols.

What is the message of the cartoon?

Who are the people who might agree with the cartoon? What might be the public's reaction to this cartoon?

CARTOON ANALYSIS



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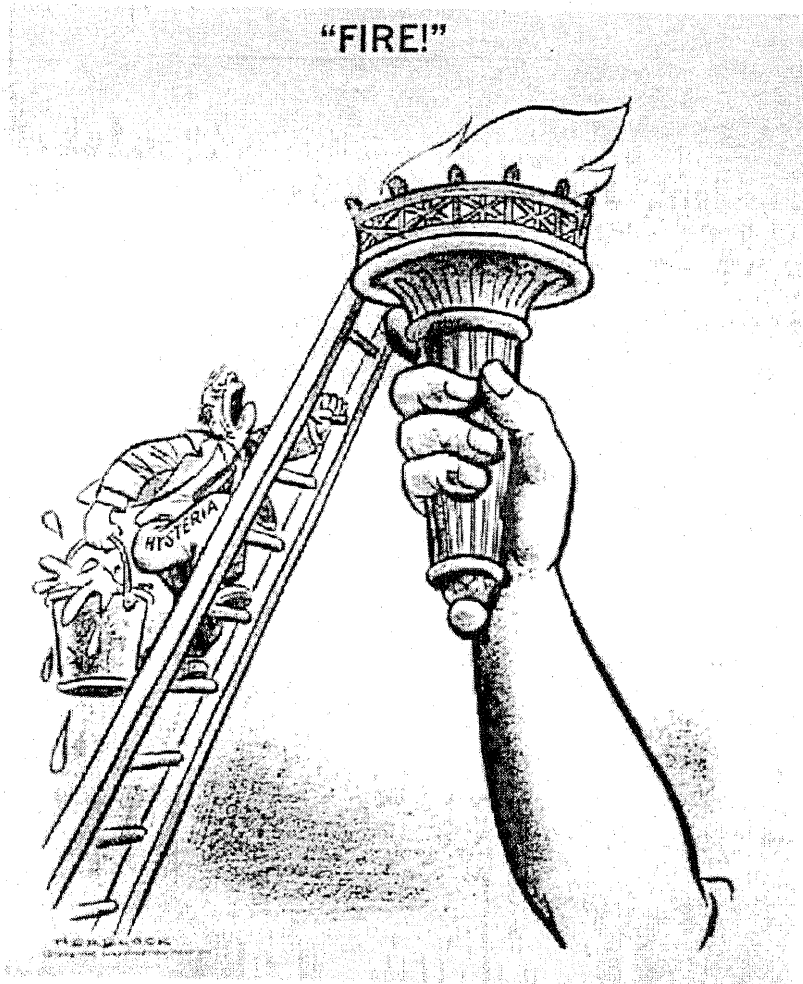
Who are the people who might agree with the cartoon? What might be the public's reaction to this cartoon?

and Ready to Go

By Rodger



San Francisco News — March 6, 1942



Don't Let Them Carve THOSE Faces on Our Mountains!

BUY
UNITED STATES
SAVINGS BONDS
AND STAMPS!



WRITING ASSIGNMENT #3 *Farewell to Manzanar*
Personal Opinion

PROMPT

You are a junior high or high school classmate of Jeanne's. You see how she is treated by the other students. One of the students asks your opinion about how the Japanese-Americans should be treated. You share your opinion with the student.

PREWRITING

First, read through the book to find examples of the way Jeanne was treated. Ask yourself how you would feel if you were treated in a similar way. Then ask yourself what you would do if you had been in school with Jeanne. Make notes on paper to refer to later on as you write.

DRAFTING

Since this writing assignment is meant to be spoken, your writing style can be more informal than usual. Explain your position in the first few sentences. Back up your position with personal experiences or facts. Include ideas about how you feel and how you think the prejudicial words and actions make Jeanne and other Japanese-Americans feel.

PEER CONFERENCE/REVISING

When you finish the rough draft, ask another student to look at it. You may want to give the student your brainstorm list so he/she can double check for you and see that you have included all of the information. After reading, he or she should tell you what he/she liked best about your opinion paper, which parts were difficult to understand or needed more information, and ways in which your work could be improved. Reread your opinion paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your opinion paper, double-checking your grammar, spelling, organization, and the clarity of your ideas.

FINAL DRAFT

Follow your teacher's directions for making a final copy of your paper.

WRITING ASSIGNMENT #2 *Farewell to Manzanar*
Writing to Persuade

PROMPT

In Part II Chapter 16 Jeanne briefly describes three of the court cases filed by Japanese-Americans against the internment. Read this section of Chapter 16 before you begin working on this writing assignment.

Then take the point of view of a non-Japanese American citizen who is reading about the internment. You have formed a group to protest the internment. Write to the government on behalf of your group to try and persuade the officials to release the Japanese-Americans.

PREWRITING

Make a list of the reasons you and your group think the Japanese-Americans should be released. Think of statements to support each of your reasons, and list them under each reason. Then number the reasons in order from most to least important.

DRAFTING

Make an introductory statement in which you describe the problem and the supposed reasons for the internment. Then briefly outline how the internment had affected the Japanese-Americans. Next, state your request.

Then use one paragraph for each of the reasons you think the people should be released. Use the supporting statements for each reason.

Summarize your request and respectfully ask for a reply from the government by a certain date, possibly a week after receiving the letter.

PEER CONFERENCING/REVISING

When you finish the rough draft, ask another student to look at it. You may want to give the student your checklist so he/she can double check for you and see that you have included all of the information. After reading, he or she should tell you what he/she liked best about your persuasive letter, which parts were difficult to understand or needed more information, and ways in which your work could be improved. Reread your persuasive letter considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your persuasive letter, double-checking your grammar, spelling, organization, and the clarity of your ideas.

FINAL DRAFT

Follow your teacher's guidelines for completing the final draft of your paper.

Name: _____

Date: _____

Justice for the Japanese Debate

Strongest Argument Worksheet

1. List five arguments for your side of the debate.

- _____

- _____

- _____

- _____

- _____

2. After the debate, please answer the following question: What was your opponent's strongest argument for their side of the debate?

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.

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 |

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part I: Chapters 1, 2, 3

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. It was a kind of duty, perhaps away of adding a little good luck to the voyage or warding off the bad.

2. We watched until the boats became a row of tiny white gulls on the horizon. Our vigil would end when they slipped over the edge and disappeared.

3. He burned a lot of papers, too, anything that might suggest he still had some connections with Japan. These precautions didn't do him much good.

4. To the FBI every radio owner was a potential saboteur.

5. The confiscators were often deputies sworn in hastily during the turbulent days right after Pearl Harbor . . .

6. The confiscators were often deputies sworn in hastily during the turbulent days right after Pearl Harbor.

7. Papa had been the patriarch. He had always decided everything in the family.

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part I: Chapters 1, 2, 3

Part 1, continued

8. These were mainly days of quiet, desperate waiting for what seemed at the time to be inevitable.

9. I could see a few tents set up, the first rows of black barracks, and beyond them, blurred by sand, rows of barracks that seemed to spread for miles across this plain.

10. We could hear voices in other cubicles now.

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

- | | |
|-----------------------|---|
| _____ 1. warding | A. watching |
| _____ 2. vigil | B. very small rooms |
| _____ 3. precautions | C. unavoidable |
| _____ 4. saboteur | D. authorities who take and keep things |
| _____ 5. confiscators | E. large, plain building where many people live |
| _____ 6. turbulent | F. keeping away |
| _____ 7. patriarch | G. male head of the family |
| _____ 8. inevitable | H. care taken beforehand |
| _____ 9. barracks | I. person who harms an enemy nation |
| _____ 10. cubicles | J. violent |

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part I: Chapters 4, 5, 6

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. They began to issue military surplus from the First World War- olive drab knit caps, earmuffs, peacoats, canvas leggings.
-

2. It seems comical, looking back; we were a band of Charlie Chaplins* marooned in the California desert.
-

3. But at the time, it was pure chaos.
-

4. The sink was a long metal trough against one wall, with a row of spigots for hot and cold water.
-

5. They made some recommendations, and edicts went out that families *must* start eating together again.
-

6. Whatever dignity or feeling of filial strength we may have known before December 1941 was lost, and we did not recover it until many years after the war
-

7. Whatever He Did Had Flourish
-

Part I: Chapters 4, 5, 6

8. Japan was in the throes of that rapid, confusing metamorphosis from a feudal to an industrial nation, which began when Commodore Perry's black-hulled armada steamed into Tokyo Bay and forced the Japanese to open their ports and cities to western trade.

9. In those days he was a headstrong idealist.

10. Then he set the cleaver down, stepped back, reached behind him without looking for a towel one of my sisters somehow had there waiting, and as he wiped his hands he said imperiously to his sons, "Cut it up. You girls, bring the platters here. Everybody wants to eat."

* *Charlie Chaplin was a star of the silent movies from around 1917-1939. His most famous character, The Little Tramp, dressed in a raggedy suit and wobbled along carrying a cane.*

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

- | | |
|------------------------|--|
| _____ 1. surplus | A. a showy display |
| _____ 2. marooned | B. change of form or structure |
| _____ 3. chaos | C. narrow, open container that holds water |
| _____ 4. trough | D. rules proclaimed by one in authority |
| _____ 5. edicts | E. person who wants things to be perfect |
| _____ 6. filial | F. great confusion or disorder |
| _____ 7. flourish | G. in an arrogant, domineering way |
| _____ 8. metamorphosis | H. left in a helpless position |
| _____ 9. idealist | I. of a son or daughter |
| _____ 10. imperiously | J. extra |

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part I: Chapters 7, 8, 9, 10, 11

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. Years later I learned that *inu* also meant collaborator or informer.

2. He kept pursuing oblivion through drink, he kept abusing Mama, and there seemed to be no way out of it for anyone.

3. And it was the humiliation. It brought him face to face with his own vulnerability, his own powerlessness.

4. A vigilante party searched the corridors. When they failed to find their man, this half of the crowd moved off in search of others on their “death list.”

5. What I recall vividly are the bells that began to toll late that night. After dispersing, some of the demonstrators organized shifts, and kept them tolling all over camp.

6. My brother-in-law Kaz was foreman of a reservoir maintenance detail, the only crew permitted to work or leave the camp limits the night of the riot.

7. Will you swear unqualified allegiance to the united States of America and faithfully defend the United States from any or all attack by foreign or domestic forces

Part I: Chapters 7, 8, 9, 10, 11

8. This part of it would have been comical if the results were not so grotesque. No self-respecting espionage agent would willingly admit he was disloyal.

9. Now, outside in the dirt, Papa had him by the throat and would have strangled him, but some other men pulled them apart. I had never seen him so livid, yelling and out of his head with rage.

10. It is a patriotic song that can also be read as a proverb, as a personal credo for endurance.

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

- | | |
|------------------------|---|
| _____ 1. collaborator | A. being open to attack or injury |
| _____ 2. oblivion | B. ridiculous; absurd |
| _____ 3. vulnerability | C. someone who works with the enemy |
| _____ 4. vigilante | D. place where water is collected and stored |
| _____ 5. dispersing | E. extremely angry |
| _____ 6. reservoir | F. going away in different directions |
| _____ 7. unqualified | G. beliefs |
| _____ 8. grotesque | H. condition of being entirely forgotten |
| _____ 9. livid | I. someone who takes the law into their own hands |
| _____ 10. credo | J. complete; without limits or restrictions |

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part II: Chapters 12, 13, 14, 15

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. For all the pain it caused, the loyalty oath finally did speed up the relocation program. One result was a gradual easing of the congestion in the barracks.
-

2. Once the first year's turmoil cooled down, the authorities started letting us outside the wire for recreation.
-

3. Whitney reminded Papa of Fujiyama, that is, it gave him the same kind of spiritual sustenance. The tremendous beauty of those peaks was inspirational, as so many natural forms are to the Japanese. . . .
-

4. Subdued, resigned, Papa's life—all our lives—took on a pattern that would hold for the duration of the war.
-

5. Subdued, resigned, Papa's life—all our lives—took on a pattern that would hold for the duration of the war.
-

6. Camp One was about as far as I cared to venture. What's more, Block 28 was "where I lived" now. One night was plenty, one night every once in a while, to explore whatever was out there.
-

7. Two of my sisters had borne children there. They had both hemorrhaged badly, and blood plasma was in short supply, our needs being low on the wartime priority list.
-

Part II: Chapters 12, 13, 14, 15

8. Our family had begun to dwindle, along with the entire camp population. By the end of 1944 about 6,000 people remained, and those, for the most part, were the aging and the young.

9. Climbing aboard he must have been thinking of those things, while Mama, no doubt, was thinking of the mother at Manzanar who had already received a posthumous Congressional Medal of honor on behalf of her son who'd been killed in Italy.

10. Families were being torn asunder and those left behind knew no more about their own fate than they did of the loved ones moving on.

(not tested)

She was a Quaker, like so many of the Caucasians who came in to teach and do volunteer work.

A Quaker is a member of a Christian group called The Society of Friends. The Quakers are generally opposed to war. A Caucasian is a member of the racial group from the original inhabitants of Europe, southwestern Asia, and northern Africa and their descendants all over the world.

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

- | | |
|---------------------|---|
| _____ 1. congestion | A. accepting what comes without complaint |
| _____ 2. turmoil | B. overcome by force; conquered |
| _____ 3. sustenance | C. dare to go |
| _____ 4. subdued | D. happening after death |
| _____ 5. resigned | E. coming in order of importance |
| _____ 6. venture | F. in pieces or separate parts |
| _____ 7. priority | G. an overcrowded condition |
| _____ 8. dwindle | H. make or become smaller |
| _____ 9. posthumous | I. nourishment or support |
| _____ 10. asunder | J. state of agitation or disturbance |

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part II: Chapters 16, 17, 18, 19

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. He challenged the racial bias of these actions and the abuse of his civil rights.

2. Accepting this ruling, the army's Western Defense Command had already announced that the mass exclusion orders of 1942 were being rescinded.

3. In addition to the traditionally racist organizations like the American Legion and The Native Sons of the Golden West, who had been agitating against the west coast Japanese for decades, new groups had sprung up during the war

4. Before the war one of the standard charges against the Japanese was their clannishness, their standoffishness, their refusal to assimilate. The camps had made this a reality in the extreme.

5. I would listen to the stories and I would cringe.

6. Ominous reports of their reception began trickling back, to confirm our deepest fears.

7. Just a hint of embarrassment gave them away, a tinge in the cheek for the fact that such a common item should now be so highly prized.

Part II: Chapters 16, 17, 18, 19

8. When he's finally standing there, Woody is amazed at how his stance resembles Toyo's.

9. A few days before we left manzanar Papa decided that since we had to go, we might as well leave in style, and by our own volition.

10. That dread was gone. But those premonitions proved correct, in a way I hadn't been at all prepared for, on the first day back in public school, when the shape of what I truly had to deal with appeared to me for the first time.

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

- | | |
|------------------------|---|
| _____ 1. bias | A. warnings of what is to come |
| _____ 2. rescinded | B. arousing public awareness and feeling |
| _____ 3. agitating | C. manner of standing |
| _____ 4. assimilate | D. unfavorable, threatening |
| _____ 5. cringe | E. preference based on prejudice |
| _____ 6. ominous | F. become like the others in custom, etc. |
| _____ 7. tinge | G. decision or choice |
| _____ 8. stance | H. canceled |
| _____ 9. volition | I. a slight coloring |
| _____ 10. premonitions | J. crouch in fear |

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part II: Chapters 20, 21

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. She was a warm, benevolent woman who tried to make this first day as easy as possible.

2. I wouldn't be faced with physical attack, or with overt shows of hatred.

3. This girl's guileless remark came as an illumination, an instant knowledge that brought with it the first buds of true shame.

4. You cannot deport 110,000 people unless you have stopped seeing individuals. Of course, for such a thing to happen, there has to be a kind of acquiescence on the part of the victims, some submerged belief that this treatment is deserved

5. At the same time I wondered why my citizenship had to be so loudly affirmed, and I couldn't imagine why affirming it would really make any difference.

6. This was exactly what I wanted. It also gave me the first sure sign of how certain intangible barriers might be crossed.

7. Yet while Woody grew, Papa seemed to shrink, losing potency.

Part II: Chapters 20, 21

8. I was ready to capitulate without a groan.

9. Yet in that glare I sometimes detected a flicker of approval, as if this streak of independence, this refusal to be shaped by him reflected his own obstinance.

10. "The high *neck*," she explained, studying my dress. "You look so . . . sedate. Just perfect for a queen."

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

- | | |
|-----------------------|------------------------------------|
| _____ 1. benevolent | A. stubbornness |
| _____ 2. overt | B. agreement without objections |
| _____ 3. guileless | C. kindly, charitable |
| _____ 4. acquiescence | D. surrender on certain conditions |
| _____ 5. affirmed | E. declared to be true |
| _____ 6. intangible | F. public; not hidden |
| _____ 7. potency | G. power; strength |
| _____ 8. capitulate | H. calm; serious |
| _____ 9. obstinance | I. honest; straightforward |
| _____ 10. sedate | J. not able to be seen or touched |

Prereading Vocabulary Worksheets *Farewell to Manzanar*

Part III: Chapter 23

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. By the age of seventeen I know that making it, in the terms I had tried to adopt, was not only unlikely, but false and empty, no more authentic for me than trying to emulate my Great-aunt Toyo.

2. By the age of seventeen I know that making it, in the terms I had tried to adopt, was not only unlikely, but false and empty, no more authentic for me than trying to emulate my Great-aunt Toyo.

3. This time it was not the pain of memory. It was simply her validation that all those things had taken place.

4. About a half a mile in we spotted a white obelisk gleaming in the distance and marking a subtle line where the plain begins gradually to slope upward

5. For a moment I was strolling again, finding childish comfort in its incongruous design.

6. The orange peels would smolder in there, and the men would hunker down around the cans and watch the smoke seep out the holes.

7. Mama had been packing, and that brought the uncertainty of our future to such a sharp point, her back went into spasms.

Part III: Chapter 23

8. Chizu was the placator now, leaning forward from the back to pat him on the shoulder.

9. He wouldn't listen and told us to hold on, while he swung into the street, careening past emptying barracks where suitcases and duffel bags sat stacked.

10. We came to a firebreak and Papa plunged into it, began to cut a twisty path across its emptiness, shouting, "Hyah! Hyah!," gouging ragged tracks through the dusty sand.

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

- | | |
|----------------------|---|
| _____ 1. authentic | A. peacemaker |
| _____ 2. emulate | B. digging; tearing out |
| _____ 3. validation | C. confirmation; support by facts |
| _____ 4. obelisk | D. involuntary muscle contraction |
| _____ 5. incongruous | E. out of place |
| _____ 6. hunker | F. rushing headlong with a swaying motion |
| _____ 7. spasm | G. a tapering, four-sided structure with a pyramid shaped top |
| _____ 8. placator | H. imitate; act like |
| _____ 9. careening | I. squat; sit back on ones heels |
| _____ 10. gouging | J. real; genuine |

NONFICTION ASSIGNMENT SHEET - *Farewell to Manzanar*
(To be completed after reading the required nonfiction article)

Name _____ Date _____ Class _____

Title of Nonfiction Read _____

Written By _____ Publication Date _____

Web Site Address (if applicable) _____

I. Factual Summary: Write a short summary of the piece you read.

II. Vocabulary:

1. Which vocabulary words were difficult?

2. What did you do to help yourself understand the words?

III. Interpretation: What was the main point the author wanted you to get from reading his/her work?

IV. Criticism:

1. Which points of the piece did you agree with or find easy to believe? Why?

2. With which points of the piece did you disagree or find difficult to believe? Why?

V. Personal Response:

1. What do you think about this piece?

2. How does this piece help you better understand the novel *Farewell to Manzanar*?