

Manzanar National Historic Site



Lesson 1: Identity

How Does My Identity Shape My Experience in America?

Activity 1: Who Am I?

How do we start to understand different life experiences?

Objective:

Students will begin to understand their own connection to our shared culture.

Procedure:

- ✓ Distribute notebooks or blank paper to each student to create his/her own journal for upcoming assignments.
- ✓ Take digital images of each student and have him/her paste it in the journal.
- ✓ As questions arise during this unit, have your students write them at the bottom of their journal page. Let them know that the questions will be addressed later in the unit.
- ✓ Have your class define the word culture. Write all possible answers on the board. Example: Culture can be defined through languages, dance, food, customs and social norms.
- ✓ Create a class definition for culture and have the students write it in their journals.
- ✓ Have your students answer the following identity questions in their journals:

What is the color of your hair and eyes?

What is your shoe size?

How many people live in your home?

What is your favorite food?

What is your favorite color?

What is your favorite place to visit?

What is your favorite TV show/video game or book?

What is your favorite subject in school?

In which activities, sports or hobbies do you participate?

Is this who you are?

Grade Level: 4th

Time: 60 minutes

Materials:

Notebook or loose paper stapled together

Concepts Covered:

Write for detail.

Understand elements of journal writing.

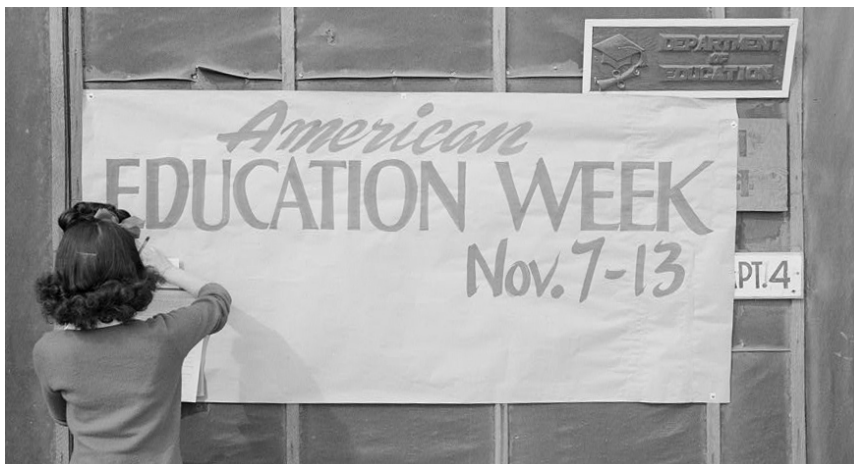
Support observations with specific details.

CDE Standards:

4th Grade

English/Language Arts: Writing

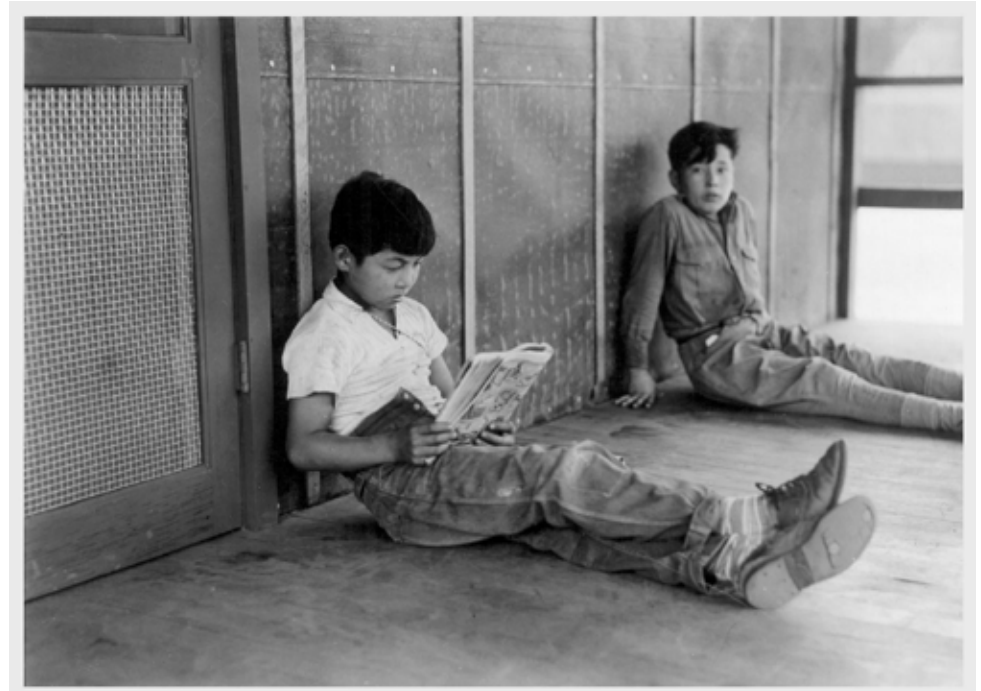
2.1.a 2.1.d



Education Week at Manzanar, Ansel Adams 1943

Activity 1: **Who Am I?**

How do we start to understand different life experiences?

*Manzanar Children's Village, Dorothea Lange 1942***Procedure (continued):**

- ✓ Divide class into groups of two. Have the students describe their partners and journal their descriptions. Then have the students ask their partners if they've described them correctly. Suggested questions are:

*What do you know about his/her home?
 What do you think his/her favorite food is?
 What is his/her favorite activity/hobby?
 What do you think his/her future career will be?*

- ✓ Ask your students if they feel the answers provided by their classmates describe who they are. Do these answers define their culture?
- ✓ Discuss personal identities versus perceived identities.

Assessment:

1. Successful completion of journal assembly.
2. Culture defined and written in individual journals.
3. Ensure that each student has documented the questions and answers for the assignments.
4. Teacher assessment of group activity.

Extension:

1. Ask your students to list some indentifying traits that all people share (i.e. feelings, sleeping, etc.)

Manzanar National Historic Site



Lesson 1: Identity

How Does My Identity Shape My Experience in America?

Activity 2: What is Your Family Story?

How do we start to understand different life experiences?

Objective:

Students learn about their own identity through their family/home stories.

Procedure:

- ✓ Have students write the following directions and questions in their journal:

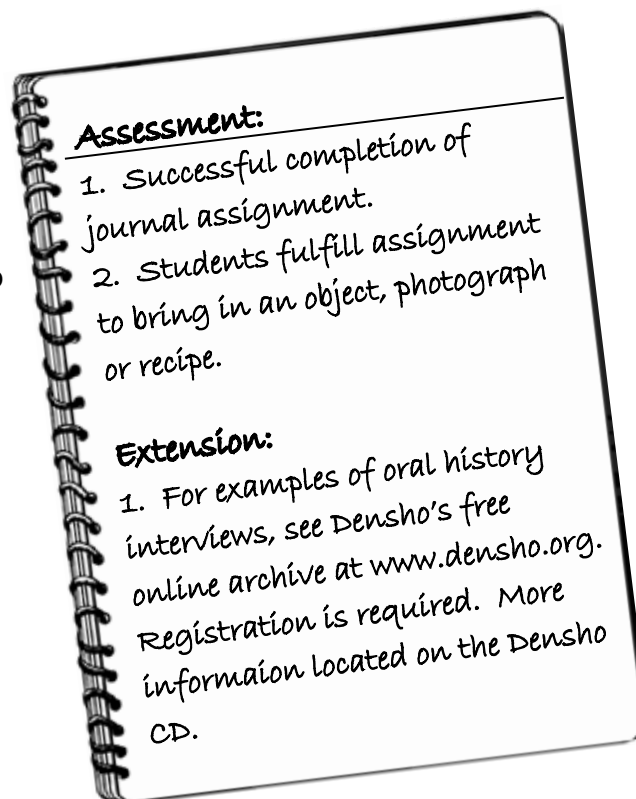
Ask a family member/guardian to describe you and journal the answer(s). Did he/she describe you as you would describe yourself?

Have your family member/guardian tell a story about why your family/home is "special". Write the story in your journal and, if possible, write down characteristics of your family's/home's culture.

*Pick out an object, photograph, or recipe from home that represents your family's story/identity and bring it to class. **

Do you feel that your family/home story defines who you are? Do you feel the object, photograph or recipe defines who you are?

*Remind your students not to bring anything valuable to class and to be sure to get permission from their parent/guardian to bring the item to school.



Grade Level: 4th

Time: 60 minutes

Materials:

Student journal
Object, photograph
or recipe from home

Concepts Covered:

Write for detail.

Understand elements of journal writing.

Support observations with specific detail.

CDE Standards:

4th Grade

English/Language Arts: Writing

2.1.a 2.1.b 2.1.d

History/Social Science

4.4.4

Manzanar National Historic Site



Lesson 1: Identity

How Does My Identity Shape My Experience in America?

Activity 3: What is a Shared Past?

How do we start to understand different life experiences?

Objective:

Students understand why the past is important.

Procedure:

- ✓ Ask students to break into groups and describe why their items from Lesson 1 Activity 2 represent their family/home story or history.
- ✓ Have the group brainstorm answers to the following questions:
 - What stories do the objects tell?*
 - What does the object and/or story have to do with the individual's identity or who they are?*
 - Does this item represent the culture of the individual's family/home and identity?*
 - What are the variety of cultures and identities represented in the assortment of objects?*
- ✓ Bring the discussion back to the class to discuss and answer the following questions:
 - What stories do the objects tell and what role do they play in who we are?*
 - Why is it important for you to know about the past?*
 - What can we learn from the past?*
 - What can we learn about ourselves from the past?*
 - Why is it important to know about cultures?*
- ✓ Ask students to volunteer to share objects with the class. Discuss how these objects represent America's identity. What other objects symbolize America? Examples:
 - American flag*
 - Football*
 - Corvette*
 - Mount Rushmore*
 - Baseball*
 - Apple pie*
 - Statue of Liberty*

Grade Level: 4th
Time: 60 minutes
Materials:
 Student journal
 Object, photograph
 or recipe from home

Concepts Covered:
Work cooperatively
 in a group.
Support observations
 with specific details.

CDE Standards:

4th Grade
History/Social Science
 4.4.3 4.4.4

Assessment:

1. Participation in the group activity and class discussion. Sharing one's object and discussing others' objects.

Extension:

1. Have students imagine their house is on fire, and they can only save one item. What would it be? Something for yourself? Something for your family? Why?

Manzanar National Historic Site



Lesson 1: Identity

How Does My Identity Shape My Experience in America?

Activity 4: KWL

How do we start to understand different life experiences?

Objective:

Students reflect on what they learned.

Procedure:

- ✓ Ask students to journal and answer the questions listed below. Use the KWL chart (located in Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What did you **know** about your identity?

What did you **know** about the identities of America?

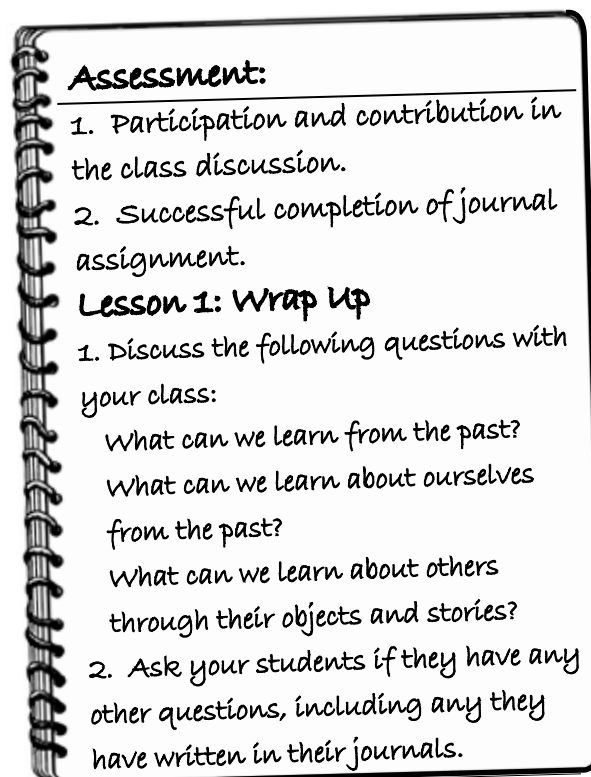
What did/do you **want** to know about your family history?

What did/do you **want** to know about the variety of cultures and identities in America?

What did you **learn** about your culture?

What did you **learn** about the identities that shape America?

- ✓ This information is shared with the entire class.



Grade Level: 4th

Time: 20 minutes

Materials:

KWL chart (optional)

Student journals

Concepts Covered:

Assessment of students' background knowledge.

Anticipation of what students expect to learn.

Evaluation of what they have learned.

Filling out charts.

CDE Standards:

4th Grade

English/Language Arts:

Reading

2.3 2.4 2.5

Writing

2.3a 2.3b

History/Social Science

4.4.3 4.4.5

Manzanar National Historic Site



LESSON 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity I: Setting the Scene: America in the 1940s

How do we connect with the past?

Objective:

Students understand and relate to life in the 1940s.

Procedure:

- Play music from the 1940s such as Big Band, Jazz, Blues or pick a particular artist such as Louis Armstrong, Nat “King” Cole, Bing Crosby, Billie Holiday, Glenn Miller, Woody Guthrie, Tommy Dorsey, Judy Garland, Duke Ellington or any others from that time period. If possible, play radio programs such as *The Green Hornet* or watch newsreels. Online resources include Universal Newsreels located on Internet Archive:

http://www.archive.org/details/universal_newsreels

- Tell the students the time period of the music and ask them if they have ever heard any of the music before. Show recent TV shows, advertisements or movies that use music from this time period. Print out the music and sing the songs together.
- Ask the students if they are aware of games that were popular in the 1940s. Bring in a couple examples of the following games:
 - Marbles*
 - Jacks*
 - Hop Scotch*
 - Checkers*
 - Jump Rope*
- Play 1940s’ games with the students in class. Break into groups and have each group play a different game. Directions to any of these games should be available online. Ask the students if they are aware of toys or books from the 1940s. Share examples that continue to be played (Lincoln Logs, tops, tea sets, etc.) or read (Black Beauty, Nancy Drew, etc.).
- Ask the students if they have ever played any of the games before. Have students compare games from the 1940s with what they do for fun today.

Grade Level: 4th

Time: 40 minutes

Materials:

Internet access and/or taped recordings of WWII era music & radio, Newsreel DVDs & Selected 1940s’ games & directions

Concepts Covered:

Class discussion of how the present is connected to the past.

CDE Standards:

**4th Grade
Visual and Performing
Arts:**

Music and Content

3.1 3.2 3.3

History/Social Science

4.4.4 4.4.5 4.4.6

4.4.9



Activity 1: **Setting The Scene, America in the 1940s**

How do we connect with the past?



Momo Nagano (right) and her friends at Dorsey High, Los Angeles, 1940. Momo Nagano Collection, Manzanar NHS

Procedure (continued):

- ✓ Additional resources focusing on music, radio and movies during World War II can be found at the following websites:

<http://www.teacheroz.com/WWIIpropaganda.html>

http://www.pbs.org/wgbh/amex/archives/chrono_1926_04.html

Assessment:

1. Participation in classroom activities and discussion.

Extension:

1. Introduce students to Japanese games and music from the 1940s. Examples are available online.

Manzanar National Historic Site



LESSON 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity 2: What Was Life Like in the 1940s?

How do we connect with the past?

Objective:

Students relate to children of the 1940s.

Procedure:

- ✓ Divide the class into 7 groups.
- ✓ Distribute one of the 7 photographs (located in Lesson 2 Activity 2 Resources section) to each group.
- ✓ Ask your students the following questions and have them take notes on their responses:
 - What do these photos show us about time?*
 - How do these images represent America?*
 - What do they show about America's identity?*
 - How was life in the 1940s different from life today?*
- ✓ Share photographs on an overhead projector for group discussion.
- ✓ Have the class compare and contrast life in the 1940s and today.
- ✓ Ask your students if they would have wanted to live in the 1940s. Why or why not?

Assessment:

1. Participation in the group and classroom discussion.

Extension:

1. Place the photographs so that all the students can see them. Have your students choose one photo that they feel a connection to. Then, have the students write a story in their journal that connects their identity in America to the photograph.

Grade Level: 4th

Time: 30 minutes

Materials:

7 Photographs circa 1940

Projector

Concepts Covered:

Compare and contrast.

Work cooperatively in a group.

Explain how the present connects to the past.

Identify both similarities and differences.

Describe how things change over time or remain the same.

CDE Standards:

4th Grade

English/Language Arts: Writing

2.1.a 2.1.b

History/Social Science

4.4.5



Activity 2: **What Was Life Like in the 1940s?**

How do we connect with the past?

Images of Life in the 1940s:



✓ Larger versions of these photographs are located in the Lesson 2 Activity 2 Resources section.

Lesson 2: Resources



Activity 2: What Was Life Like in the 1940s?



Primary class in new school, Prairie Farms, Montgomery, Alabama, Marion Wolcott, Spring 1939



Activity 2: What Was Life Like in the 1940s?



Swimming pool, Greenbelt, Maryland, Marion Wolcott, August 1939



Activity 2: What Was Life Like in the 1940s?



Cajun children on Terrebonne Project, Schriever, Louisiana, Marion Wolcott, June 1940



Activity 2: What Was Life Like in the 1940s?



*Skiers near Franconia, New Hampshire,
Marion Wolcott, March 1940*



Activity 2: **What Was Life Like in the 1940s?**



*Cotton carnival, Memphis, Tennessee,
Marion Wolcott, May 1940*



Activity 2: What Was Life Like in the 1940s?



First grade children and teacher, Goodman School, Coffee County, Alabama, Marion Wolcott, April 1939

Manzanar National Historic Site



LESSON 2: CONNECTIONS TO THE PAST

How Does My Identity Shape My Experience in America?

Activity 3: Learning from Each Other

How do we connect with the past?

Objective:

Students understand that most people share similar experiences as children.

Procedure:

- ✓ Obtain a free login for Densho's website (www.densho.org) one week prior to the lesson.
- ✓ Show students oral history interviews online through Densho (see the Archive section, Visual History Collections, Manzanar Collections). Select Sue K. Embrey's and Henry Fukuhara's oral history interviews to gain perspectives on the following assignment.
- ✓ Ask your students to conduct an interview with an older adult living in his/her home or an elderly friend. Have them journal the interview, including what life was like when the interviewee was a child or young adult. Sample questions:

How did you wear your hair?

What was your favorite movie and why?

What sports were popular? What was your favorite sport?

How much did it cost for food and drink at a movie?

Did you go to dances? What dances did you do?

What did you and your friends do on the weekends or after school?

How did you spend your summer vacation?

How did you listen to music

(45s, LPs, vs. i-pods, etc.)?

How has technology changed?

How did people get around (transportation)? What was your first car?

What sights, sounds or smells remind you of your childhood?

What do they remind you of?

What was your happiest, saddest, funniest and/or scariest childhood memory?

How has the passing of time changed your identity?

Assessment:

1. Completion of interview (see journal entries).

Extension:

1. Have students share interview stories in groups.
2. Watch other oral history interviews on the Densho website.

Grade Level: 4th

Time: 40 minutes (class)
60 minutes (home)

Materials:

Densho member login
Student journals
Interview questions
Internet access

Concepts Covered:

Develop interview techniques.

Apply classroom knowledge to develop forms of communication.

CDE Standards:

4th Grade

English/Language Arts: Writing

2.3.a 2.3.b 2.3.c

History/Social Science

4.4.5 4.4.6 4.4.9

Manzanar National Historic Site



LESSON 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity 4: Tracing the Past

How do we connect with the past?

Objective:

Students use pictographs to tell their own story.

Procedure:

- ✓ Ask the students to think of all the writing examples they see in the world around them. Give them time to consider various purposes for writing and ask them to make a list of these purposes in their journal. Discuss the evolution of the English alphabet.
- ✓ Have students share their answers and make a list of responses on the board. Sample answers may include:
 - to communicate*
 - to make a list to remind us to do things*
 - to prove that we know something*
 - to prove that we were at a place*
 - to leave a memory*
 - to help us learn, etc.*
- ✓ Write the following questions on the board and have your students log their answers in their journal.
 - How do you record your daily activities?*
 - How could you record or write your life story?*
 - How will you leave your mark?*
- ✓ Ask students to consider various forms of communication. Ask students how humans create a lasting memory, thought, design, religious belief, etc. Sample answers may include: graffiti, roadside memorials for accident victims, Egyptian hieroglyphics, Basque arborglyphs (tree carvings) and objects left at historical places (i.e., paper cranes at Manzanar National Historic Site).
- ✓ Show pictures of communication: Bighorn Sheep petroglyph, artifacts left at the Manzanar cemetery, graffiti found inside the Manzanar sentry posts, objects left at the Vietnam Veterans Memorial and a poem left at Ground Zero in New York (photographs found in Lesson 2 Activity 4 Resources section). Stress that each form of communication is unique and discuss their purpose. Discuss dates that the images/messages were made. Discuss the significance and/or meaning of images or items.
- ✓ Discuss the Rock Art of the Owens Valley handout. Stress comparison between American Indian petroglyphs and Japanese Kanji. Stress that both forms of communication use symbols that may represent entire words or ideas rather than individual letters.

Grade Level: 4th
Time: 2 hours (Day 1)
 40 minutes (Day 2)
Materials:
 Rock Art handout
 4 Photographs/ 1 poem
 Assignment Sheet
 Paint, Paper & Brushes

Concepts Covered:

Determine the purpose of various forms of communication from different historical periods.
Compare & contrast visual forms of communication.
Understand vocabulary for visual writing and **experiment** with new forms of communication.
Utilize the internet to research petroglyphs and pictographs.
Create a story using historical forms of communication.
Present an oral report.
Organize & communicate ideas clearly in written and in verbal form.

CDE Standards:

4th Grade

English/Language Arts: Reading

1.0 1.1 1.3

Writing

1.1 1.7

Visual Arts:

Historical & Cultural Context

3.0 3.2

History/Social Science

4.2.1 4.2.3 4.2.5

Activity 4: **Tracing the Past**

How do we connect with the past?



Kanji writings on the reservoir wall at Manzanar NHS. National Park Service photo

Procedure (continued):

- ✓ Have students use the Internet to explore and discover where Paiute and other American Indian Tribes have created pictographs and petroglyphs and what they look like.
- ✓ Have students create their own pictograph stories. Have students paint their stories in bright colors on large paper (school children interned at Manzanar used butcher paper). Write the complete story beneath the pictographs.
- ✓ Have each student read his/her story aloud and share his/her pictographs with the class.
- ✓ Conclude the lesson by reviewing how important and unique identities and cultures are to our past and that we each share our cultures and identities in different ways. When we trace the past, we can connect with our future.

Discuss the implications and legal ramifications associated with defacing the environment. The point of the lesson is to explore various forms of communication, not to encourage graffiti.

Assessment:

1. Teacher guides & evaluates class discussion.
2. Evaluation of both oral and written student pictograph stories.

Extension:

1. Encourage students to learn other forms of communication like Japanese Kanji. Many websites and books cover this topic, including **Kanji Picto-o-Graphix** by Michael Rowley.
2. Give your students a list of Kanji characters and have them create a name for themselves as well as a Japanese identity.
3. If possible, take your students to a nearby cemetery or memorial. Ask them to describe the place, the objects they find, and the wording on plaques/memorials. An alternative would be to share pictures of a local cemetery, memorial or event.

Activity 4: **Tracing the Past**

Leaving your Mark

1. Look online at American Indian pictograph symbols and figures representing daily life, special events and beliefs.
2. Choose several symbols that suggest a story to you.
3. When you choose your symbols, remember that symbols may represent words or ideas, not an individual letter of the alphabet. Arrange the symbols to tell a story.
4. Draw your symbols on a large sheet of paper (butcher paper).
5. Paint or color your symbols with bright colors.
6. Underneath each line of symbols, write out the complete story you want to tell.
7. Show your pictographs to the class and read your story aloud.



Activity 4: Tracing the Past

Rock Art of the Owens Valley

Vocabulary:

petroglyph: a carving or line drawing on rock, especially one made by prehistoric people. Petroglyphs are engravings, made by pecking, carving or scratching a design into a rock surface. Early explorers and pioneers also made petroglyphs.

pictograph: a picture representing a word or idea, a hieroglyph. Pictographs are rock paintings, made from plants and minerals like red ocher mixed with oil and applied to rock surfaces with sticks, fingers, hands and brushes (made of animal fur or tail).

tableland: a flat elevated region; a plateau or mesa. Petroglyphs can be found in the tableland areas of the Owens Valley, CA.

For at least 12,000 years, American Indian cultures have called the Owens Valley home (Manzanar War Relocation Center was located in the Owens Valley). American Indians were attracted to the area because of its abundant resources, especially in the volcanic tablelands (near Bishop, California). Almost every plant and animal was used by the American Indians for food, fiber or medicine. Evidence of American Indians can be seen in the petroglyphs in the mountains, valleys and eastern deserts of California. The Owens Valley Paiute continue to live in the region.

In California, American Indians made two types of rock art: petroglyphs and pictographs. Petroglyphs are typically found in the desert regions (sometimes on tablelands or canyon walls) like Little Petroglyph Canyon on the China Lake Naval Weapons Center known as one of the greatest concentrations of rock art in the world. This Mojave desert site has 20 known pictographs compared to nearly 5,000 petroglyphs.

Some American Indians share stories about shamans or medicine men creating rock art to preserve a record of their visionary trances. Many pictographs and petroglyphs appear to be geometric designs. Symbols may represent an idea or an object rather than a specific letter of an alphabet. American Indians told stories through symbols.





Activity 4: **Tracing the Past**



*Petroglyph of a Big Horn Sheep made by American Indians. Petroglyph located in the Mojave Desert, California.
Carrie Andresen-Strawn, 2006.*



Activity 4: Tracing the Past



*Cemetery Monument at Manzanar National Historic Site. Kanji characters represent the phrase “soul consoling tower”.
National Park Service photo.*

Offerings and objects found at Manzanar, a former World War II War Relocation Center for Japanese Americans, have diverse meanings. Among the objects are photographs, letters, glass pieces, ceramics, barbed wire, metal objects, tin cans, flowers, coins, origami cranes, flags and banners. Many objects are from Manzanar, left over from the camp era. Former internees, their children and others leave offerings on the monument. Some offerings represent spiritual connections, others symbolize relatives, and peace is represented through origami cranes. The objects tell stories about Manzanar and about a specific time period.



Activity 4: Tracing the Past



*Kanji and English writing on the walls of the Manzanar sentry post written decades after World War II.
National Park Service photo.*



Activity 4: Tracing the Past

Objects left at the Vietnam Veterans Memorial Washington, D.C.



*Personal artifacts left at the Vietnam Veterans Memorial, 2005.
National Park Service photo*

This collection is unlike any museum collection. Among the artifacts are photographs, letters, MIA/POW bracelets, medals, helmets, dog tags, boots, canned food, unopened beer cans, cigarettes, birthday cards, toys, bullets and casings. Soldiers who returned home leave objects for those who did not. Many objects are from parents, spouses, siblings, and children. Some offerings are direct communications between the living and the dead, connections between those who were killed and those who remember. They tell us not only something about the people on the Wall, but as well as any history book, they tell us about an era.

Learn more about the Vietnam Veterans Memorial at www.nps.gov/vive.

Activity 4: **Tracing the Past**

Poem left at Ground Zero,
New York City, NY

The Towers

You rushed up the stairs of the towers
As we rushed down...
You looked for those who needed you...
They were all around

Your job is to save...that is what you
are taught to do...
no matter each horror or incident
it is expected...of you..

We see you today...going up each stair...
We are helpless and cry out
In despair
The building collapsed
Our hearts did too...
America lost its heroes
With you

Those of us living who don't even
Know your name
Yet your brothers
And America will never be the same

Again and again firefighters
will all come along
the same oaths and traditions
will always carry on

And you... who follow the footsteps
Of those who went up those stairs
We give you our love and hope
And our prayers

And that this horror in America
Can never again be
We wish God speed to you
And hold your brothers
Eternally.

Author's name unreadable

Poem found on <http://memory.loc.gov/service/afc/afc2001015/ph/ph037v.jpg>

Manzanar National Historic Site



LESSON 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity 5: **KWL**
How do we connect with the past?

Objective:

Students reflect on what they learned.

Procedure:

- ✓ Ask students to journal and answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What did you **know** about the stories of the past?
What did you **know** about the time period of the person you interviewed?

What did/do you **want** to know about the stories of the past?
What did/do you **want** to know about the time period of the person you interviewed?

What did you **learn** about the stories of the past?
What did you **learn** about the time period of the person you interviewed?

Grade Level: 4th
Time: 20 minutes
Materials:
Student journals
KWL chart (optional)

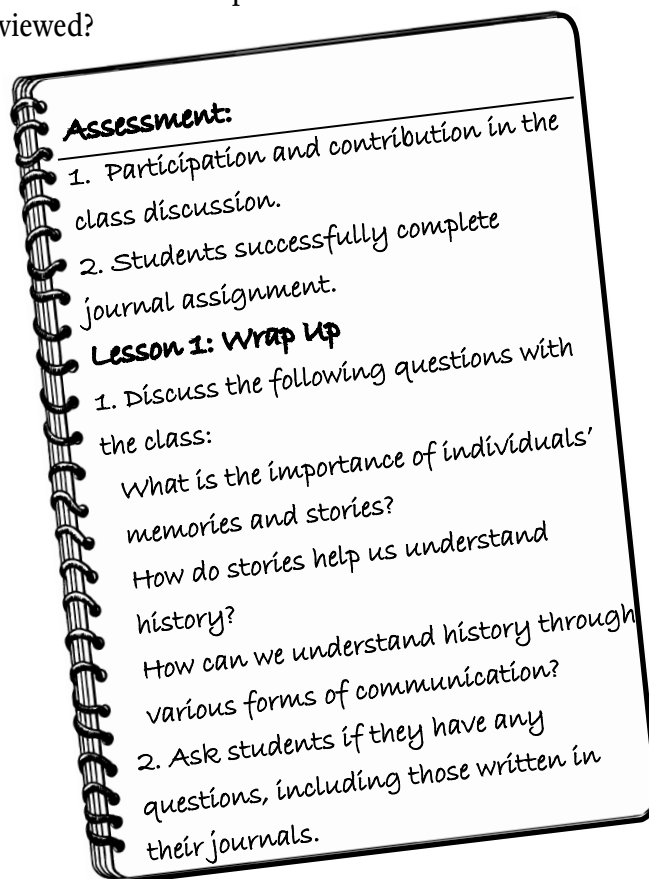
Concepts Covered:

Assess students' background knowledge.
Anticipate what students expect to learn.
Evaluate what they have learned.
Fill out charts.

CDE Standards:

4th Grade English/Language Arts:
Writing
2.3.a 2.3.b
Reading
2.3 2.4 2.5
History/Social Science
4.4.5

- ✓ This information is shared with the entire class.



Manzanar National Historic Site



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 1: So Far From the Sea

How does war affect our lives?

Objective:

Students are introduced to the internment of Japanese Americans during World War II.

Procedure:

- ✓ Read the book *So Far from the Sea* to the class.
- ✓ Discuss the following questions as a class:

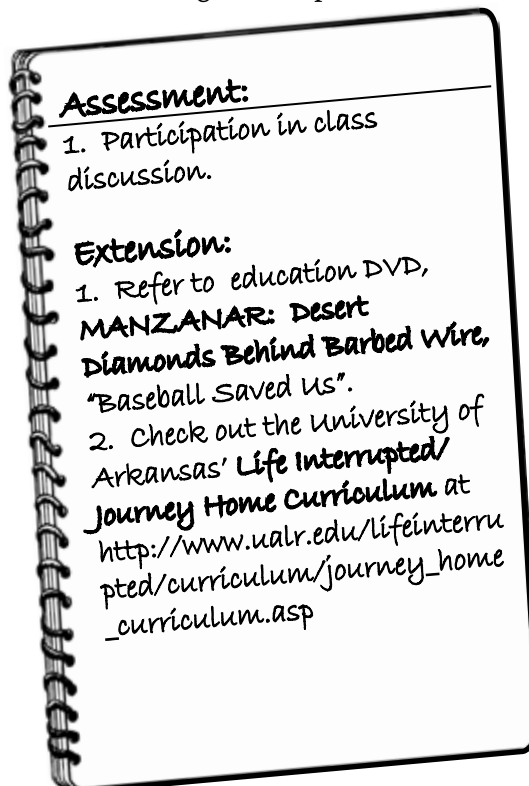
What did Laura and Thomas learn about their identity? What objects did they find? What did the objects tell them about their identity?

How did Laura and Thomas' identity as Japanese Americans shape their life experiences? How did it shape the experiences of their parents or grandparents? Explain.

How did Laura and Thomas' parents explain the bombing of Pearl Harbor?

How did their parents explain why Japanese Americans had to go to the camps?

- ✓ Ask your students how war affects their lives. Bring in examples of how war affects your local area and the nation, both historically and currently. Examples:
 - newspaper clippings*
 - news broadcasts*
 - books*
 - objects*
 - a guest speaker such as a war veteran.*



Grade Level: 4th

Time: 90 minutes

Materials:

So Far From the Sea by Eve Bunting, Sources on war (newspaper clippings, news broadcasts, books, speaker, etc.)

Concepts Covered:

Begin to understand how war affects people's lives.

Relate modern wars with World War II.

Gather information from a variety of sources including primary sources.

CDE Standards:

4th Grade

English/Language Arts:
Listening & Speaking

2.3

History/Social Science

4.4.4 4.4.5 4.5.1 4.5.3

Manzanar National Historic Site



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 2: **War**
How does war affect our lives?

Objective:

Students explore the concept of war.

Procedure:

- ✓ Using the topic of war, have students create a cluster. Have them draw a circle in the center of their journal page and write “war” in the middle of it. Then have them brainstorm as many words related to the topic they can, writing the words on rays drawn out from the center circle to complete an unorganized cluster.



Japanese Aerial Photograph of the Attack on Pearl Harbor, Hawaii, December 7, 1941
U.S. Navy Photographic Collections

- ✓ Have students share brainstormed words with the class. Write responses on the board.
- ✓ Discuss the similarities and differences of the words shared.
- ✓ Briefly discuss social and political issues and world events prior to the United States entering World War II, such as immigration laws, racism and war in Europe and Asia.

Assessment:

1. Students brainstorm war-related words and journal their thoughts.
2. Participation in classroom discussion on war related words.

Extension:

1. Have your students bring a toy to class that represents fighting or violence and discuss it. Examples: a tank, action figure, plane, etc.

Grade Level: 4th
Time: 20 minutes
Materials:
Student journals

Concepts Covered:

Demonstrate knowledge of content topics using cluster diagrams.

CDE Standards:

4th Grade

History/Social Science
4.4.5

Manzanar National Historic Site



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 3: Introducing War Hysteria

How does war affect our lives?

Objective:

Students learn about the events that led to internment.

Procedure:

- ✓ Distribute President Franklin Roosevelt's speech, "A Date Which Will Live in Infamy", and/or play a recording of the speech for the entire class. Available on the internet including on the National Archives website: <http://www.archives.gov/education/lessons/day-of-infamy/>
- ✓ Ask students to reflect on FDR's speech. What did the speech mean?
- ✓ Discuss the following questions with your class:
 - How is war part of America's identity?*
 - How does war affect people's lives?*
- ✓ Discuss fear and address your students' fears.
- ✓ Discuss the effects that Pearl Harbor had on Japanese Americans by exploring the Densho website (www.densho.org). Project this website for the class to listen to and see the interviews. The interviews can be found under the Archive section, Topics, Pearl Harbor and Aftermath, Personal Recollections. Select any Pearl Harbor recollection to hear personal perspectives describing Japanese Americans' feelings when they heard of the attack.
- ✓ Post the evacuation poster for the classroom to see how World War II affected Japanese Americans living on the West Coast in 1942. Discuss the words used on the poster such as:
 - Alien and non-alien*
 - Evacuated*
- ✓ Share Hikoji Takeuchi's ID tag with your students. Distribute blank ID tags (located in the Lesson 3 Activity 3 Resources) for your students to create their own ID tags with a short description of themselves on the back.

Grade Level: 4th

Time: 45 minutes

Materials:

Evacuation Poster

FDR's speech, "A Date

Which Will Live in Infamy"

Student Journals

ID Tags

Densho member login

Internet access

Concepts Covered:

Relate primary source material from a historical period to present day.

Compare & contrast information from primary sources.

CDE Standards:

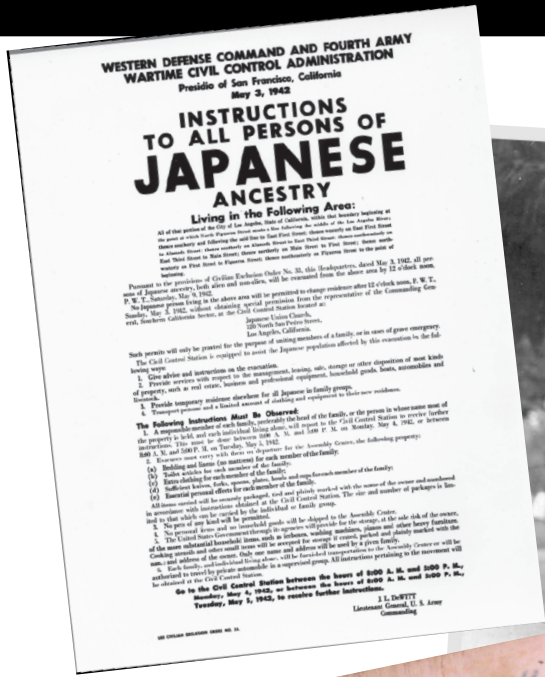
4th Grade

History/Social Science

4.4.5



Activity 3: **Introducing War Hysteria**
How does war affect our lives?



Mochida Family Awaiting Evacuation, Dorothea Lange 1942



Procedure (continued):

- Ask your students to imagine what “evacuation” would be like. Use the statement below to help your students imagine the situation:

Japanese Americans who were interned at Manzanar brought only what they could carry. They weren’t allowed to bring their pets. Imagine you are given 7 days to move from your home. What items would you need for an unknown place? Please choose 10 items that you would take with you. Remember you only have 2 suitcases for everything, so choose what you feel would be the most important. Make sure you can carry them!

- Have your students close their eyes to visualize their bedroom and all the items in it. Ask them to choose the ten items that they would pack and have them write their answers in their journal. Point out the section on the evacuation poster which suggests the property to be packed. Ask your students if their list would change based on what the poster suggests.

Assessment:

- Participation in classroom discussion.
- Completed journal assignment.

Extension:

- Have your students create a collage for one of two subjects:
 What does war and peace mean to you?
 What 10 items would you pack if you were forced to leave your home?
- Listen to other presidential war speeches like President George W. Bush’s speech after September 11, 2001.



Activity 3: Introducing War Hysteria

ID Tags

Cut and distribute one tag to each student. Have the students write a brief description of themselves on the back of their tags. *Option: Attach strings to the tags so students may tie the tags to their clothing.*

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED



Manzanar National Historic Site

LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 4: **KWL**
How does war affect our lives?

Objective:

Students reflect on what they learned.

Procedure:

- ✓ Ask students to journal and answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What did you **know** about war?

What did you **know** about war's effect on America's identity?

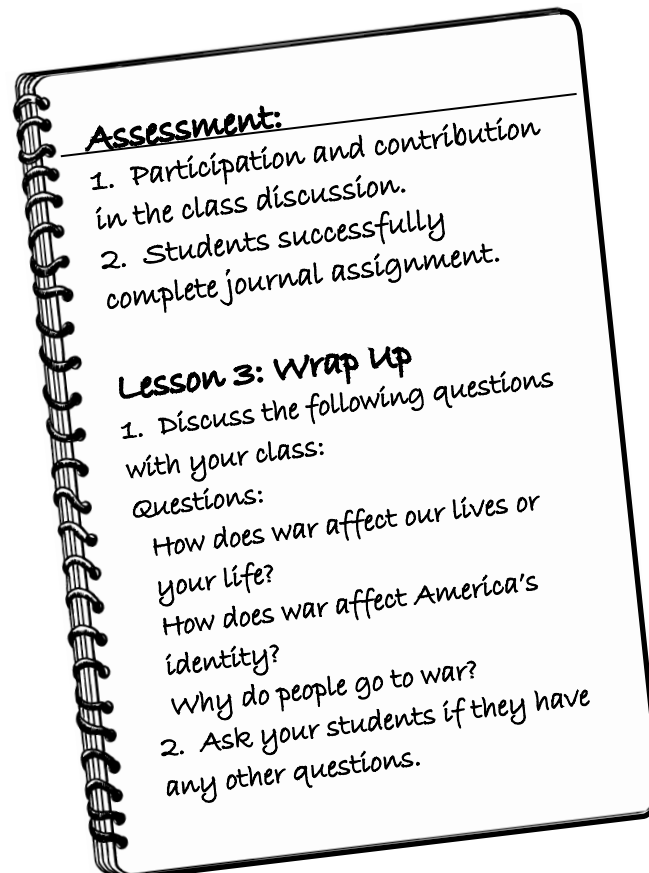
What did you **want** to learn about war?

What did you **want** to learn about war in your community?

What did you **learn** about war?

What did you **learn** about war's effect on America's identity?

- ✓ This information is shared with the entire class.



Grade Level: 4th
Time: 20 minutes
Materials:
 Student journal
 KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

4th Grade

English/Language Arts:

Writing

2.3.a 2.3.b

Reading

2.3 2.4 2.5

History/Social Science

4.4.5 4.4.6

Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 1: Remembering Manzanar

How did Japanese Americans' identities shape their internment experiences?

Objective:

Students learn how internment altered the lives of more than 120,000 Japanese Americans and many others.

Procedure:

- ✓ Provide *Remembering Manzanar* Discussion Questions handout to students (located in the Lesson 4 Activity 1 Resources).
- ✓ Watch *Remembering Manzanar* DVD (22-minute documentary).
- ✓ Provide time for students to complete the handout.
- ✓ Discuss questions and answers as a class or break up into groups for discussion, then report findings to the class.
- ✓ Start reading the memoir *Farewell to Manzanar* to the class.

Assessment:

1. Class participation in groups and discussion after group session.

Extension:

1. Discuss racism and racial profiling in the past and present.
2. For more detailed lesson plans about Civil Rights, reference the Densho CD or visit www.densho.org.
3. Books to read: **Remembering Manzanar** by Michael Cooper, **A Place Where Sunflowers Grow** by Ami Lee-Tai, **The Bracelet** by Yoshiko Uchida and/or **Dear Miss Breed** by Joanne Oppenheim
4. Refer to education DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire**, "Events and Experiences."
5. Alternative movie suggestion: **Day of Independence** directed by Tom Tashima

Grade Level: 4th

Time: 40 minutes

Materials:

Discussion Question list,
Remembering Manzanar
DVD, *Farewell to*
Manzanar by James D. &
Jeanne Wakatsuki Houston

Concepts Covered:

Explore information from primary sources.

Relate primary source material to today's world.

CDE Standards:

4th Grade

English/Language Arts: Writing

1.1 2.1

Listening and Speaking

1.1 1.2 1.8

History/Social Science

4.4.3 4.4.4 4.4.5

Activity 1: **Remembering Manzanar***Remembering Manzanar* Discussion Questions

After watching the film *Remembering Manzanar*, use what you have learned to answer the following questions. Share your answers with your group members.

1. What did you learn about the Japanese immigrant experience? How were their identities affected by this experience?

2. What happened to Japanese Americans after the attack on Pearl Harbor?

3. According to the film, what are some of the reasons why Japanese Americans were placed in the camps?

4. What can we learn from the internment of Japanese Americans?

5. What does *shikata ga nai* mean? What does it mean to you? Is there a phrase or word in American culture that means the same thing?

Manzanar National Historic Site

Lesson 4: Remembering Manzanar



How Does My Identity Shape My Experience in America?

Activity 2: Interned

How did Japanese Americans' identities shape their internment experiences?

Objective:

Students identify with internees' experiences.

Procedure:

- ✓ Discuss your local environment such as your city, weather, people, native animals and other things that surround your community.
- ✓ Ask students to think of all the things they identify with in their surroundings (animals, buildings, athletic areas, water sources, vehicles, weather, etc.) and write their answers on the board.
- ✓ Ask students to imagine an environment that is the exact opposite. What would that be? Write answers on the board. Discuss how and if they could adjust to the opposite environment.
- ✓ Discuss the identity crisis that may take place when surroundings change. Talk about this change in relation to the internees: moving to unknown locations that were opposite from their local/home surroundings. Discuss positive aspects of a location change. Ask for volunteers to share personal stories of moving to a new location.
- ✓ Ask your students to imagine what it would be like to be forcibly "evacuated" from their home. Ask them to think about the items they packed in Lesson 3 Activity 3. Ask your students what they would miss the most about leaving their home.
- ✓ Discuss the size of a barracks, using the barracks sheet provided (located in Lesson 4 Activity 2 Resources). Take your class to a large space such as your school playground, parking lot or gymnasium. Mark out the space of a 20' x 100' barracks, using a tape measure, string and/or chalk. Divide the space into four equal sections, 20' x 25'. Have eight students stand in a 20' x 25' barracks "apartment" and ask them to imagine that space with 8 cots, and a stove to stay warm. Ask them what is missing (kitchen, bathroom, walls, additional furniture, etc.). Ask students what they could do to improve things.

Grade Level: 4th
Time: 60 minutes (class)
 20 minutes (home)

Materials:
 Student journals
 Barracks picture with measurements
 Tape Measure
 Quote handout

Concepts Covered:

Compare & contrast environments.

Write reflective notes on quotes.

CDE Standards:

**4th Grade
 English/Language Arts:
 Writing**
 2.1.a 2.1.d

History-Social Science
 4.4.4 4.4.5

Activity 2: **Interned**

How did Japanese Americans' identities shape their internment experiences?

Procedure (continued):

- ✓ Hand out the following quotes to your students and ask volunteers to read each quote to the class. The quotes are from former Japanese American internees.

"We each crammed a duffel bag with necessities and because I loved to draw cars and hot-rods, I added my notebooks and pencils; a picture of our dog Spotty; a small tool box I received for Christmas."

"There was absolutely no privacy anywhere, and we were crammed into such small quarters!"

"Many families had to live in horse stables. A bare, single barrack room with cots would serve as our temporary 'home.' The food was terrible. Most of us got diarrhea."

"On May 10, 1942, my last day of freedom, I had to wear an I.D. tag on my shirt, marked with my family serial number, #22687. I could take only what I could carry, which included tin plate, cup, fork, spoon, clothes, bed sheets, etc."

"Surprisingly, we adjusted to the new lifestyle quickly. In order for the camp to sustain itself, people volunteered for various jobs such as in administration, health, food, school, etc."

- ✓ After reading the quotes and discussing a barracks "apartment," ask your students how the items in their suitcase would have helped them during the forced evacuation (Lesson 3 Activity 3). Ask students if they had wished that they had packed differently.

- ✓ Ask students to reflect on what each quote means to them. It may be easier for students to share their reflections with a friend or group before they write their comment/reflection on their handout or in their journal.

- ✓ Homework assignment: Ask your students to write their reflections and answer the following questions in their journals:

What would this experience have done to shape your identity in America?

Should the internment of Japanese Americans be forgotten or remembered? Why?

- ✓ The following day, discuss reflections and answers as a class.

Assessment:

1. Student participation during group activities.
2. Student written reflections in journal homework assignments.

Extension:

1. Homework Assignment: Have students log onto the Densho website and watch an oral history interview. Ask each student to write down the name and some interesting facts about the oral history to share with the class.
2. watch a short segment of the fieldtrip segment of the **MANZANAR: Desert Diamonds Behind Barbed Wire** DVD which shows former internees answering questions about life in Manzanar.

Activity 2: **Interned****Quotes from former Japanese American Internees:**

“We each crammed a duffel bag with necessities and because I loved to draw cars and hot-rods, I added my notebooks and pencils; a picture of our dog Spotty; a small tool box I received for Christmas.”

“There was absolutely no privacy anywhere, and we were crammed into such small quarters!”

“Many families had to live in horse stables. A bare, single barrack room with cots would serve as our temporary “home.” The food was terrible. Most of us got diarrhea.”

“On May 10, 1942, my last day of freedom, I had to wear an I.D. tag on my shirt, marked with my family serial number, #22687. I could take only what I could carry, which included tin plate, cup, fork, spoon, clothes, bed sheets, etc.”

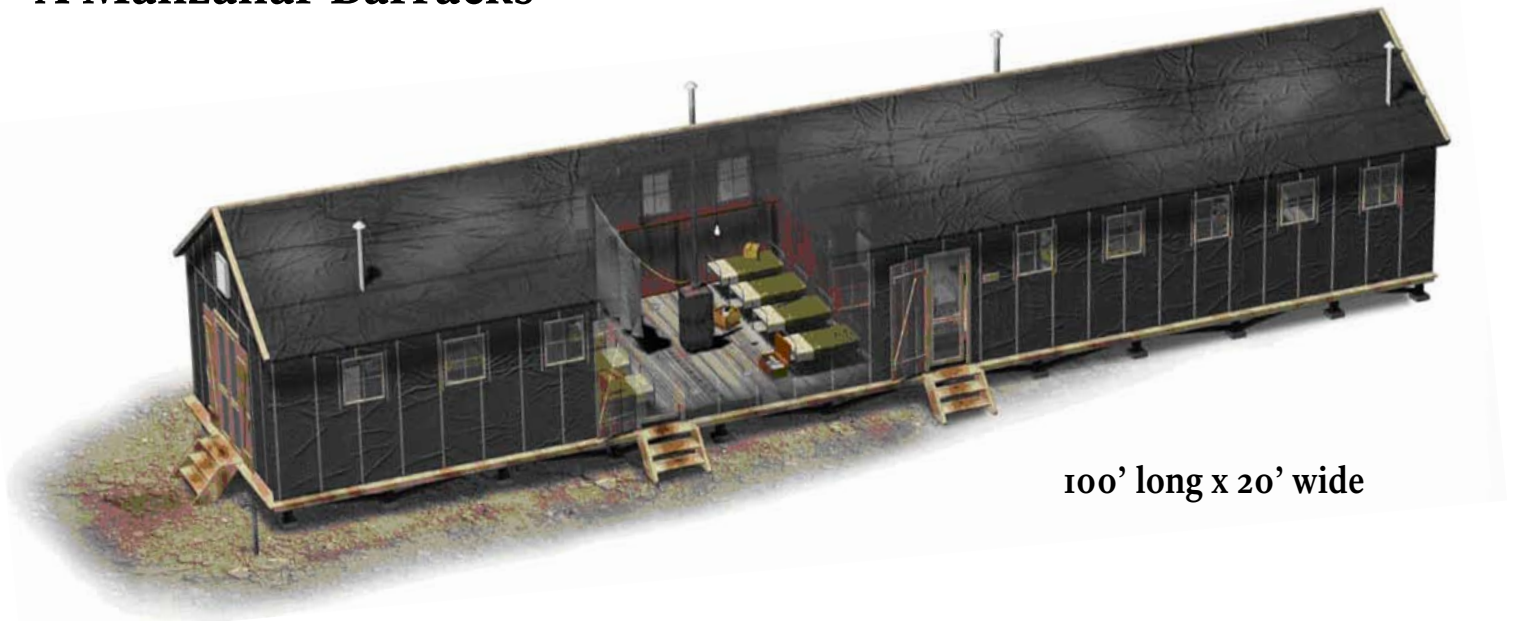
“Surprisingly, we adjusted to the new lifestyle quickly. In order for the camp to sustain itself, people volunteered for various jobs such as in administration, health, food, school, etc.”



New Arrivals at Manzanar, Clem Albers 1942.



A Manzanar Barracks

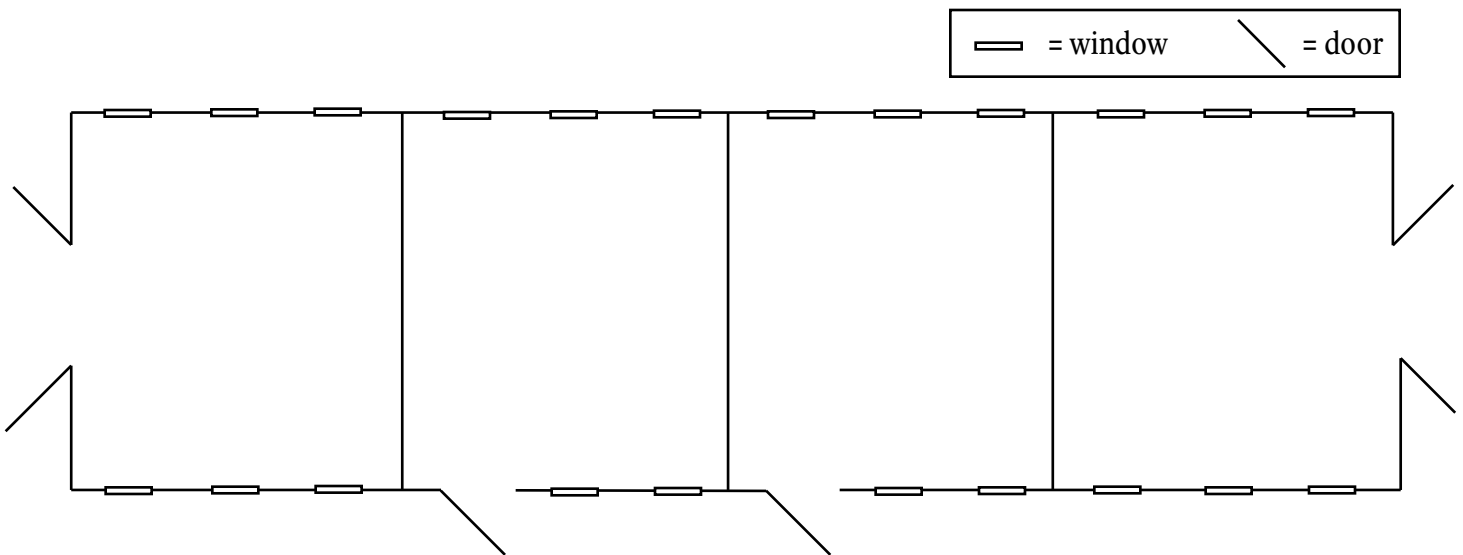


100' long x 20' wide

Each barracks was divided into four 20' x 25' rooms. Eight cots (7' long, 3' wide) were originally provided for each room. 32-36 people were assigned to each barracks (8-9 people per "apartment") in the early months of the camp.

The barracks were crowded until the "leave clearance program" was initiated in early 1943. This program allowed internees to leave Manzanar and relocate to the Midwest or East once they were accepted into jobs or universities, had secured a place to live and received a clear FBI background check. As internees moved out of camp, additional rooms became available, providing private quarters.

Use this barracks floor plan to sketch the eight cots in each of the four rooms. Design a different arrangement in each room. Options include: partitions, beds, luggage, homemade tables or chairs, etc.



Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 3: 10,000 Lives, 10,000 Stories

How did Japanese Americans' identities shape their internment experiences?

Objectives:

Students learn about personal stories related to internment.



Lunch line at Manzanar mess hall. Dorothea Lange, 1942.

Procedure:

- ✓ Distribute individual ID booklets available in .pdf format on the Manzanar Educator Resources disc or visit www.nps.gov/manz.
- ✓ Students read the biographical information about the individual whose card he/she has received.
- ✓ Students are divided into groups of four to discuss and analyze the questions on the worksheet and diagram (located in the Lesson 4 Activity 3 Resources).
- ✓ Students share findings from the group discussion with entire class.
- ✓ Students are given the list of writing assignments (located in the Lesson 4 Activity 3 Resources). Depending on the ability level of the class, students can be given one to two weeks to complete one of the writing assignments for homework.

Assessment:

1. Student participation in group work.
2. Class discussion after group work.
Teacher checks to see that each group is working on the questions and then evaluates quality of shared material during class discussion.
3. Grade on writing assignment.

Extension:

1. Refer to education DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire**, "Manzanar Scrapbook."
2. Create a shadow box using the subject of internment. Example: Manzanar barracks apartment.

Grade Level: 4th

Time: 40 minutes (class)
3 hours (home)

Materials: ID booklets,
Discussion group worksheet,
Venn diagram,
List of writing assignments,
Assignment 1 form letter,
Scoring guide for individual
writing assignments

Concepts Covered:

Work cooperatively in a group.

Summarize biographical information.

Compare & contrast information from primary sources.

Relate primary source material from a historical period to today's world.

Understand the elements that comprise characterization.

Develop interview techniques.

Use vivid diction and figurative language (metaphor, simile, symbolism, etc.) in original compositions.

CDE Standards:

4th Grade

English/Language Arts:

Reading

2.4 2.5 2.6

Writing

2.1.a 2.1.b 2.1.c 2.1.d

History-Social Science

4.4.4 4.4.5

Activity 3: **10,000 Lives, 10,000 Stories****ID Booklets: Writing Assignments****Directions:**

Read your ID Booklet carefully. The booklets contain real stories from people who experienced Japanese American internment. Some of the people wrote their cards themselves. Other cards were written by their friends or families. After you have read your card, do **one** of the following writing assignments. Your assignment is due on _____.

Assignment 1

Imagine you are the person in your ID booklet. Write a letter about the internment. In paragraph one, explain what you think the person would tell you about their experience. In the next paragraph, write about the advice you think this person would want to share with you and your teacher. Refer to specific information in the ID booklet. Your letter should include all five parts of a friendly letter (heading, salutation, two to three body paragraphs, closing and signature).

Assignment 2

Imagine that you could interview the person in the ID booklet. Write a list of questions you would like to ask him/her about life before, during and after World War II. (You should have at least 5 questions.) Then, in a well-written paragraph, describe your feelings about the person in your ID booklet.

Assignment 3

Imagine you are the person in your ID booklet, then write a short story, poem, series of diary entries or descriptive passage about the internment. Include some imagery (metaphor, simile, symbolism, allusion, etc.) and vivid vocabulary. Make your reader “see” and “feel” what your person saw and felt during World War II.

Activity 3: **10,000 Lives, 10,000 Stories**

ID Booklets: Discussion Groups

Directions: Read the ID Booklet you received. Then in groups of four or five, answer the questions below:

1. Have each person in your group summarize the life story of the person in the ID booklet.
2. What similarities did your group find in the experiences of each person? What similarities and differences did your group find among the experiences of the family/home interviews you conducted in lesson 2 activity 3? Fill out the Venn diagram.
3. Was there anything about a particular person's experience that your group found surprising or especially significant? Any unusual differences in the person's experiences?
4. What made the biggest impression on your group members about your particular person and his/her experiences?
5. How did the person's identity play a role in their opportunity or lack of opportunity in America? How are the life stories in the ID booklets relevant to our lives today?
6. How does the person's experiences relate to life in the United States today? Did your group find anything in the ID booklets that seems relevant to our world situation today?
7. What else did your group note? Be prepared to report your findings to the class tomorrow.

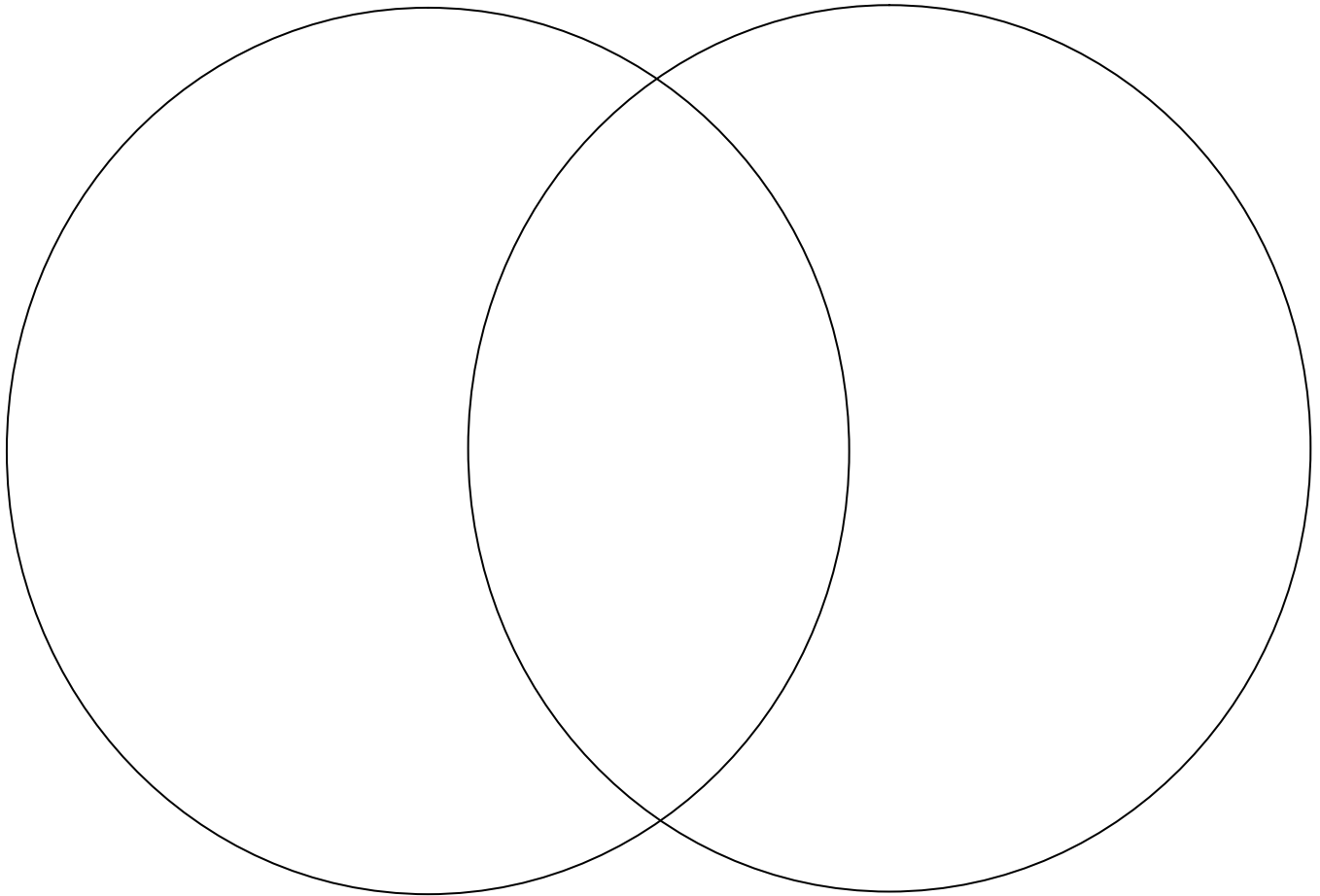


Activity 3: **10,000 Lives, 10,000 Stories**

Compare and Contrast: Venn Diagram

Assignment:

Choose 2 ID booklets to compare and contrast. Write their names on the top of each circle. Note their differences in their own circle and their similarities in the area where the circles overlap. Feel free to use the bottom of the sheet for notes.



Activity 3: **10,000 Lives, 10,000 Stories****Assignment 1-Letter to You from a Fictitious Former Internee**

(Fill in the blanks with your own creative writing)

_____, California

Date: _____

Dear _____ :
(your name)

I was so glad to hear that you are studying about the Japanese American internment in your class this year. I hope that our ID booklets helped you understand something about our experiences during World War II. In camp, I learned many things such as...

Eventually, the American government apologized to us because they realized that you cannot take people away just because they look different or have different religious beliefs. It is important that we learn from the mistakes of the past. We should...

Thank you for your interest in my life, and I hope that you have learned how tragic prejudice and racism can be for all of us.

Sincerely,

(your internee's name)



Activity 3: 10,000 Lives, 10,000 Stories

ID Booklet Writing Assignment Scoring Sheet

Student Name: _____

	Possible Points	Points Earned
<i>Following Directions</i>		
1. Assignment turned in on time.	5	
2. Follows directions for chosen assignment.	5	
<i>Content</i>		
3. Uses information from ID booklet.	10	
4. Shows insight into internment camp experience	10	
<i>Technique</i>		
5. Grammar, Spelling, and Syntax	10	
6. Presentation	10	
	<hr/>	
TOTAL:	50	

Student Name: _____

	Possible Points	Points Earned
<i>Following Directions</i>		
1. Assignment turned in on time.	5	
2. Follows directions for chosen assignment.	5	
<i>Content</i>		
3. Uses information from ID booklet.	10	
4. Shows insight into internment camp experience	10	
<i>Technique</i>		
5. Grammar, Spelling, and Syntax	10	
6. Presentation	10	
	<hr/>	
TOTAL:	50	

Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 4: Extra, Extra! Read All About It!

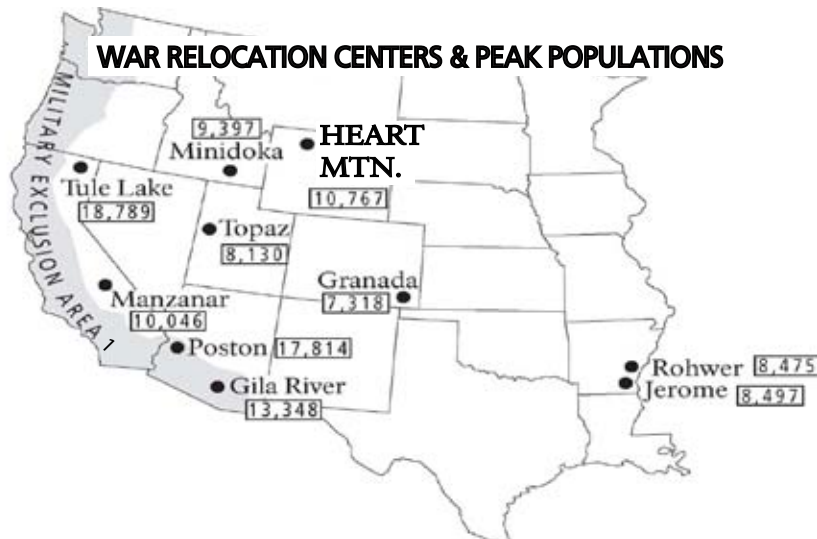
How did Japanese Americans' identities shape their internment experiences?

Objective:

Students learn about daily lives in internment camps.

Procedure:

- ✓ Explain that Heart Mountain was one of ten War Relocation Centers. Each of the relocation centers had unique qualities, but they had more similarities than differences. Heart Mountain was located in Wyoming.



- ✓ Students are divided into three groups (A, B, and C) to read and discuss their respective materials (located in the Lesson 4 Activity 4 Resources.)

Group A – editorial and newspaper article regarding the publication of the first issue of the *Heart Mountain Sentinel*.

Group B – article about the three stores at Heart Mountain and the sale price list.

Group C – Heart Mountain activities and schedule.

- ✓ Each group summarizes the material and presents the summary orally to the other two groups.
- ✓ Students take notes and summarize the main points of each report. A question and answer session is held at the end of each presentation.

Grade Level: 4th

Time: 4 hours

Materials:

3 *Heart Mountain Sentinel* reprints
Presenting a Summary sheet
Writing Topics handout.

Concepts Covered:

Read for detail.

Summarize information presented in oral discussion.

Use research material to develop a multiple paragraph essay.

Compose a topic sentence.

Choose specific details from research material to support topic sentence.

Develop a concluding sentence.

Use transition words effectively.

Edit and revise a multiple paragraph essay.

Work cooperatively in a group.

CDE Standards:

4th Grade

English/Language Arts:

Reading

2.0 2.2

Writing

1.0 1.1 1.2 1.3

1.4 1.6 1.10 2.0

2.2 2.3.a 2.3.b 2.3.c

Listening and Speaking

1.0 1.2

History/Social Science

4.4.5



Activity 4: **Extra, Extra! Read All About It!**
 How did Japanese Americans' identities shape their internment experiences?



Manzanar Free Press office, Ansel Adams 1943

Procedure (continued):

- ✓ Each student is then given the *Writing Topics* handout (located in the Lesson 4 Activity 4 Resources) and chooses a topic to write on. Once topics are chosen, students may exchange research articles from the *Heart Mountain Sentinel* with each other.
- ✓ Students write a rough draft using notes taken from the oral presentations and their own reading of the articles.

Optional: Students may work with a peer to evaluate their rough drafts.
- ✓ Students revise and edit rough draft and rewrite the assignment for homework.

Assessment:

1. Informal evaluation of group discussions and oral presentations of assigned material.
2. If peer group evaluation process is used, teacher may use this as an informal evaluation.
3. Evaluation of rough draft and final essay.

Extension:

1. Explore the War Relocation Center newspapers which are available on www.densho.org.

Activity 4: **Extra, Extra! Read All About It!***Presenting a Summary*

The class will be divided into three groups. Each group will choose:

1. Chairperson: The chairperson will be in charge of the group. He/she will begin to read the articles and/or schedules. Be sure each student has a chance to read aloud. The chairperson will also call on individuals to help create the summary of the article and be sure each person participates.
2. Recorder: The recorder will write down the group's responses to each article and/or schedule.
3. Reporter: This person will present the summary to the class.

Assignment:

1. Students in the group take turns reading parts of the newspaper articles and/or schedules aloud.
2. Discuss the main points of the articles and/or schedules. If anyone in the group has questions, group members should help. If nobody understands the article, the chairperson should raise his/her hand and ask the teacher for help. Your group members should help and support each other.
3. Prepare your summary. A summary should include the most important points of each article read. Your summary may be a list of important facts. It does not have to be in paragraph form. Your oral report should also include your group members' reactions to the material read. Were the members of the group surprised by anything they read? What facts in the articles made the greatest impression on your group members? What opinions or perspectives will help create an atmosphere of tolerance?
4. The recorder will present the summary to the class.
5. Class members will take notes on each presentation.

Activity 4: **Extra, Extra! Read All About It!****Writing Topics****Topic 1****Writing Situation:**

Imagine you are a fourth grader living at Heart Mountain in 1942. You are bored and want something to do.

Directions for Writing:

Think about the types of things you like to do in your free time. Now look at the activities offered at Heart Mountain. In a two to three paragraph essay, explain the various types of activities offered at Heart Mountain. Which activities would you choose to participate in if you were forced to live there? What activities might you create? Why would you make these choices?

Topic 2**Writing Situation:**

You and your family have been forced to relocate to the camp at Heart Mountain, Wyoming. Bill Hosokawa, another internee, has started a newspaper. You and your parents have just received the first edition.

Directions for Writing:

Read Bill Hosokawa's editorial on page 1 and the article about the naming of the new newspaper. In a two to three paragraph essay, explain the reasons why it is important to have a camp newspaper and why the staff chose the name Heart Mountain Sentinel.

Topic 3**Writing Situation:**

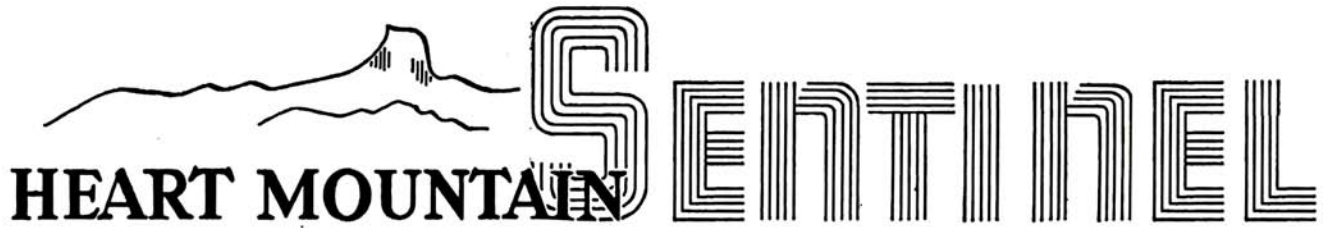
Imagine you are a fourth grader living at Heart Mountain in 1942. Even though you don't have to do all the chores you normally did in your own home, your parents have given you an allowance each week for the new chores they have asked you to do. You have saved \$3.85.

Directions for Writing:

Read the article about the three types of stores that have opened at Heart Mountain. Now look at the sale prices for October 26-28. In a two to three paragraph essay, discuss how you would spend your money. What would you buy? Why would these things be important to you if you were living at Heart Mountain?



Activity 4: Extra, Extra! Read All About It!



HEART MOUNTAIN SENTINEL

VOLUME I; No. 1

SATURDAY, OCTOBER 24, 1942

Editorial

Since the earliest days of this nation a free and watchful Press has been the people's strength in time of crisis. Such a Press has become an American tradition.

Having, as an American publication, inherited this priceless legacy, The Heart Mountain Sentinel will try in its humble way, to maintain and further that tradition.

The editors have no illusions as to the magnitude of this task. These are not normal times nor is this an ordinary community. There is confusion, doubt and fear mingled together with hope and courage as this community goes about the task of rebuilding many dear things that were crumbled as if by a giant hand.

The need for a newspaper in which the residents of this community might find expression has been urgent. That urgency has helped bring about The Sentinel which is the second printed newspaper to appear in the various relocation centers. Its worthy predecessor, The Manzanar Free Press, which appeared last summer, serves a center which dates back to the very first evacuation movement.

The Sentinel's shortcomings are apparent to the editors. It is their ultimate aim to distribute it with out charge to every family unit. In time the editors hope to be able to publish a newspaper superior in content and format more often—twice weekly, thrice weekly, and perhaps in some distant happy time, daily.

With this foreword the editors of The Sentinel pledge themselves to the end of service to the community of Heart Mountain. To C. E. Rachford, Douglas M. Todd and Vaughn Mechau, our deepest thanks for their assistance in making this service possible.

BILL HOSOKAWA.

First Copies Sent Roosevelt, Myer

On its way to Washington, D. C. to the nation's leader, President Roosevelt, went the first copy of the newly-founded Heart Mountain Sentinel. The editors hope that he will read it and find in its pages the loyalty and progress here at Heart Mountain.

Similarly, the second copy was sent to Dillon S. Myer, national director of the WRA. It is hoped he, too, will find reflected in these eight pages something of what he observed here on his recent visit.

Heart Mountain Inspires Name For New Project Newspaper

For days, Reports Officer Vaughn Mechau's newspaper staff puzzled over an appropriate name for its embryo brain-child, the center newspaper. The queries, "What shall it be?"—"What can we call it?" were on the lips of every staff member.

No doting parents ever pondered so anxiously over a name for their first-born as did the members of the staff over the title of their publication. Approximately 30 names were suggested, but it was difficult to find a name that was distinctive as well as suggestive and conservative.

Where did they turn for inspiration? They obeyed the age-old adage—"Look toward the mountains." Heart Mountain, of course, the natural source of spiritual and artistic inspiration.

Like a sentinel it looms over the vast plain, vigilant and immovable, undisturbed by the elements. As in the past it served to guide the bewildered pioneers in the wilderness, so today its towering image was the first to welcome the arriving colonists. With all its appropriateness, it's no wonder the newspaper was duly christened—"Heart Mountain Sentinel."



Activity 4: **Extra, Extra! Read All About It!**



Three Stores Serve Center Residents

With the opening of the first center store, August 13, community enterprises, under the supervision of Douglas M. Todd, has been serving the residents continually almost from the day the Heart Mountain relocation center opened.

Prior to the opening of this center, C. E. Rachford, project director, visited the Pomona assembly center and met with the workers of that center store. Arrangements to send four of the workers in the first contingent to Heart Mountain were made. Thus, it was possible to open the first store in 2-25 the day following their arrival here.

As more colonists arrived the need for additional stores arose and a second store was opened in 8-25, August 29. To facilitate those living "on top of the hill" the original store in block 2 was moved to 20-25 on Sept. 11. Since the day of opening, these two food stores have served the residents with a large stock of canned goods, newspapers and

magazines, ice cream, pop and confectionary and other items. Their daily average sales are between \$900-\$1300.

On Sept. 28 the drygoods store was opened in the administration area. A complete stock of winter wearing apparel for men, women, children and infants was on sale. Opening day receipts totaled \$2000. Since that day the store has been averaging between \$500-\$800 daily

From the first day of operation, community enterprises has striven to meet the demands of the residents. In less than two and a half months, it has established a radio repair shop, Montgomery Ward order service and Cody Trading order service. A laundry and dry cleaning service will start next Monday. Negotiations have been started by community enterprises to establish a beauty shop, a shoe repair shop and a barber shop.

Community enterprises is headed by Todd, with Scott Taggart as assistant superintendent.

Our Very Best Wishes

HEART MOUNTAIN SENTINEL



Congratulatory Sale

Mon.-Tues.-Wed. October 26-28

GROCERIES

Campbell's Tomato Soup, 2 for.....	19¢
Midget Soda Crackers, No. 2.....	32¢
Oranges, sweet Valencia, per doz.....	39¢
Pears, sweet ripe D'anjou, per doz.....	39¢
Soap, Crystal White, 3 bars for.....	13¢

DRUGS

Squibb's Vitamin Capsules	
A.B.D.G. — 80 tabs	1.09
A.B.D.G. — 100 caps	2.98
Vitamin B complex — 100 tabs.....	98¢

TOILETRIES

Hobnail Cologne—	
Apple and Lilac, 9 ounces.....	98¢
Dr. West Tooth Brushes	40¢
Pond's Vanishing Cream, 55c size	45¢

FROZEN FOODS

Peas, 12 ounces	25¢
Strawberries, 16 ounces	28¢
Chicken, fryers, over 2 pounds	1.29

MISCELLANEOUS

Jig-Saw Puzzles	15¢
Cotton Gloves—	
For Men, Women and Children.....	19¢
Frank Medico Filter Pipes	98¢
Assorted Stationery, regular \$1.00.....	89¢

STORE NO. 2 AT 8-26

STORE NO. 3 AT 30-25

HOURS: Weekdays 9 to 11:45 a.m. — 12:45 to 5:15 p.m.
Sundays 9 a.m. to 12:15 p.m. — 1:15 to 5 p.m.



Activity 4: Extra, Extra! Read All About It!



What's Going on at Heart Mountain

CLASS	PLACE	DATE	TIME
Harmonica	22-25	Every night except Wednesday	7:00 p.m.- 8:00 p.m.
Drama	7-18-B	Tuesday and Thursday	7:30 p.m.- 9:30 p.m.
Goh (Club No. 1)	22-26	Daily	9:00 a.m.- 9:00 p.m.
(Club No. 2)	1-25-S		
Handicraft	23-26	Daily except Sunday	8:00 a.m.- 5:00 p.m.
Social Dancing Classes	8-25	Monday for Blocks 1, 2, 6, 8, 9	7:00 p.m.-10:00 p.m.
		Tuesday for Blocks 12, 17, 20, 21, 27	7:00 p.m.-10:00 p.m.
		Friday for Blocks 7, 14, 15, 22, 23	7:00 p.m.-10:00 p.m.
Shogi	23-26	Daily	9:00 a.m.- 9:00 p.m.
Flower Arrangement	17-21-S	Mon. - Wed. - Fri. - Sat.	8:00 a.m.- 5:00 p.m.
Girls Glee Club	14-25	Tuesday - Thursday	7:00 p.m.- 8:00 p.m.
Fashion Illustration	2-26	Monday - Tuesday	9:00 a.m.-11:30 a.m.
		Thursday - Friday - Saturday	1:30 p.m.- 4:00 p.m.
Costume Designing	2-26	Thursday - Friday - Saturday	9:00 a.m.-11:30 a.m.
		Monday - Tuesday - Wednesday	1:30 p.m.- 4:00 p.m.
String Ensemble	14-25-N	Monday - Wednesday - Saturday	
Bridge	17-25-N	Monday through Saturday	7:00 p.m.-10:00 p.m.
Knitting:			
School I	1-25-N	Monday through Saturday	8:00 a.m.- 5:00 p.m.
School II	27-25-N	Daily except Monday	8:00 a.m.- 5:00 p.m.
School 111	25-28	Monday through Saturday	8:00 a.m.- 5:00 p.m.
Embroidery	17-26-S	Tuesday - Thursday	9:00 a.m.- 5:00 p.m.
Sewing:			
School I	1-26-N	Monday - Thurs. - Friday - Sat.	9:00 a.m.- 5:00 p.m.
School II	30-25-N	Monday - Wednesday - Friday	9:00 a.m.- 4:00 p.m.
School III	25-28	Tuesday - Thursday - Saturday	9:00 a.m.- 4:00 p.m.
Chikuzen Biwa	9-25-S	Monday through Saturday	7:00 p.m.-10:00 p.m.
Utai:			
Kanze School	9-25-N	Monday through Saturday	9:00 a.m.-12:00 m.
Kita School	27-25-N	Monday through Saturday	7:00p.m.- 9:00 p.m.
Shodo	17-26-S	Tuesday - Friday	7:00 p.m.- 9:00 p.m.
Shigin	9-25-N	Monday through Saturday	7:00 p.m.-10:00 p.m.
English—Beginners			
A	7-13-DE	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
B	7-13-BC	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
C	7-13-A	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
English—Intermediates			
A	7-14-FE	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
B	7-14-D	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
C	7-14-C	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
English—Advanced	7-13-F	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
Cooperative	7-15-A	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
Social Science			
Japanese	29-29	Tuesday - Thursday	7:00 p.m.- 9:00 p.m.
Japanese	7-17	Wednesday - Friday	7:00 p.m.- 9:00 p.m.
Bookkeeping	7-18-D	Monday - Wednesday - Friday	7:00 p.m.- 9:00 p.m.
Shorthand:			
Section I	7-18-C	Tuesday - Thursday - Friday	7:00 p.m.- 8:00 p.m.
Section II	7-18-C	Tuesday - Thursday - Friday	8:00 p.m.- 9:00 p.m.

Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 5: Daily Activities

How did Japanese Americans' identities shape their internment experiences?



Family at Bairs Creek in Manzanar, Dorothea Lange 1942.

Objective:

Students relate to routine activities of life in the internment camps.

Procedure:

- Ask students to take their journals home and keep a log of one day in their life. Have them document all activities with time. For example, record what time you woke up, time of your school classes, extra activities such as band, drama, sports practice, if you did laundry, babysat a sibling, etc. Here is an example:



- In class the following day ask students to review their recorded day. Ask the following questions for a classroom discussion:

Does your log represent a regular day in your life?

If someone read your daily log would they know that you live in America or could these same activities take place in another country? If so, how or why?

Grade Level: 4th

Time: 1 day (journal activity)
2 hours (classroom lesson)

Materials: Student journals
Remembering Manzanar DVD
Manzanar Desert Diamonds
Behind Barbed Wire DVD
ID Booklets
Newspaper articles

Concepts Covered:

Follow directions

outside of class.

Write for detail.

Summarize information and proper note taking.

CDE Standards:

4th Grade

**English/Language Arts:
Writing**

2.1.a 2.1.b 2.1.c 2.1.d

History-Social Science

4.4.3 4.4.5



Activity 5: **Daily Activities**

How did Japanese Americans' identities shape their internment experiences?



Block Dance at Manzanar, Francis Stewart 1943

Procedure (continued):

- ✓ Ask your students to journal answers to the following questions:
 - Have you ever been treated differently due to your identity?*
 - Have you ever treated someone else differently due to their identity?*
 - How can you ensure that everyone is treated fairly and respectfully?*
- ✓ Show the DVD, *MANZANAR: Desert Diamonds Behind Barbed Wire*, a 60-minute electronic field trip to Manzanar.
- ✓ Using the newspaper articles, the DVD *Remembering Manzanar*, the DVD *MANZANAR: Desert Diamonds Behind Barbed Wire*, ID booklets and your journal, find three similarities and three differences between your daily log activities and the activities of people in a war relocation center. How were the daily activities in Manzanar similar to activities in communities outside of the barbed wire fence? If people in Manzanar were conducting their lives as other Americans were, why were they treated differently?

Assessment:

1. Participation in group discussion.
2. Successful completion of log activity.
3. Successful completion of assignment.

Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 6: Who Were These People?

How did Japanese Americans' identities shape their internment experiences?

Objective:

Students summarize what they have learned about the internment experience.

Procedure:

- ✓ Show Kango Takamura's watercolor paintings of daily life at Manzanar.
- ✓ Show Ansel Adams' photographs of daily life at Manzanar, located at Library of Congress website: <http://www.loc.gov/rr/print/coll/109-b.html>



Manzanar baseball game, Ansel Adams 1943

- ✓ Discuss aspects of daily life. Write down aspects of daily activities found in the images shown.
- ✓ Distribute assignment (located in the Lesson 4 Activity 6 Resources).

Assessment:

1. Participation in group discussion.
2. Successful completion of log activity.
3. Successful completion of newspaper article or poem composition assignments.

Extension:

1. Read the book *Haiku Picturebook for Children* by Keisuke Nishimoto and Kozo Shimizu.

Grade Level: 4th

Time: 60-90 minutes

Materials:

Assignment
Internet access,
Kango Takamura's
watercolor images
Ansel Adams' photographs

Concepts Covered:

Summarize information presented in written form.

Use research material to develop a multiple paragraph essay.

Compose a topic sentence.

Choose specific details from research material to support a topic sentence.

Develop a concluding sentence.

Empathize with other viewpoints and experiences.

CDE Standards:

4th Grade

**English/Language Arts:
Writing**

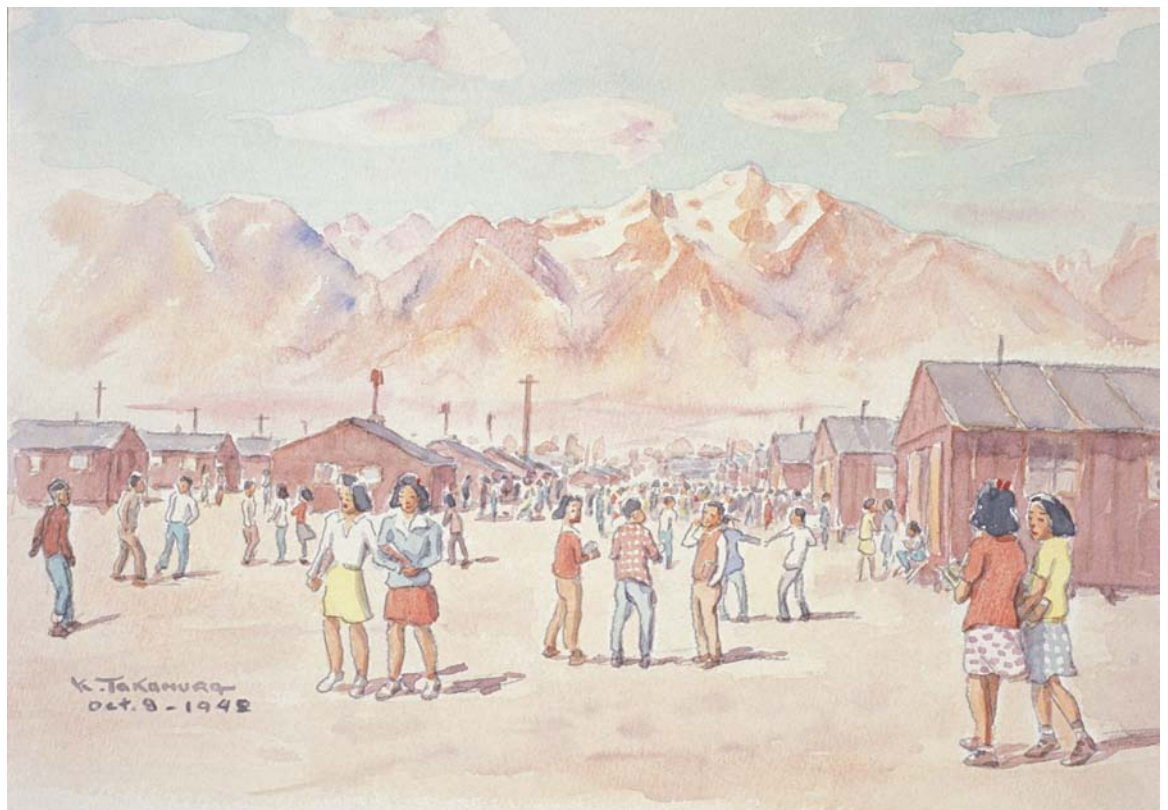
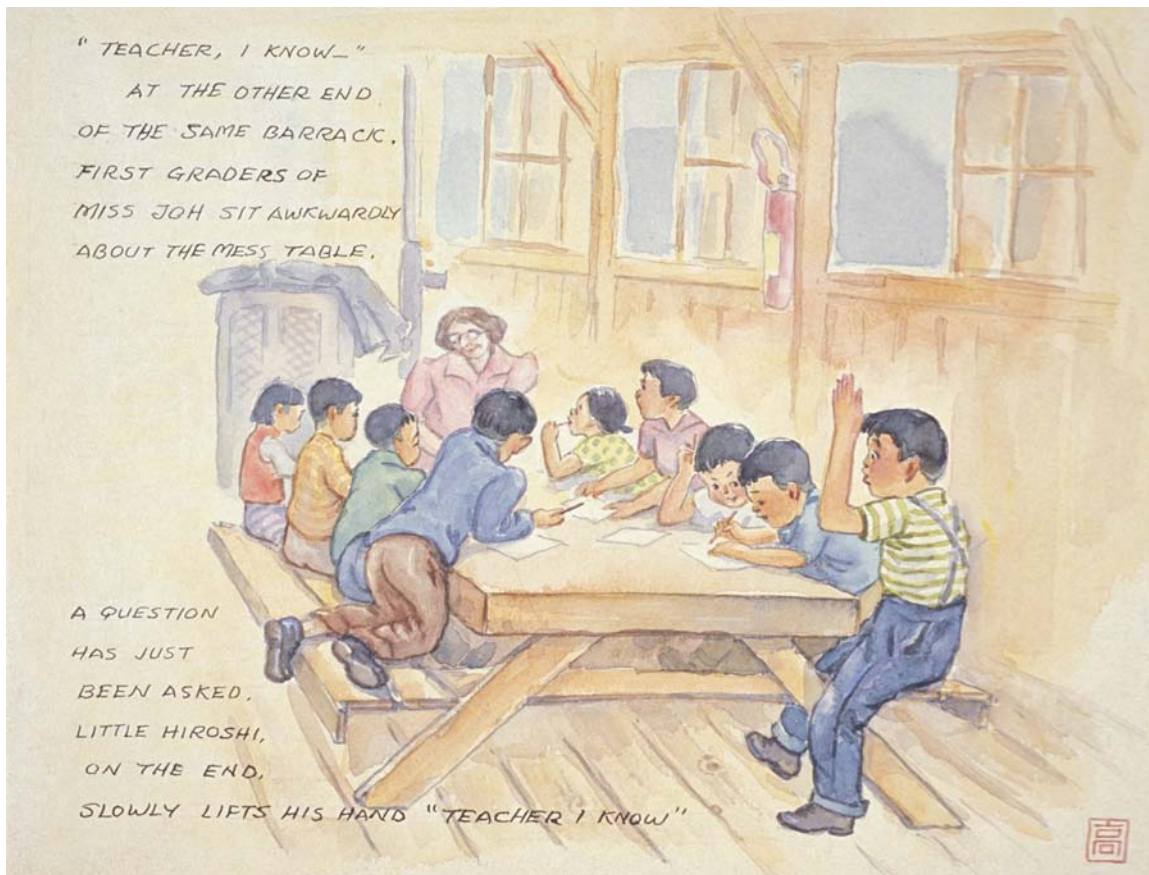
2.1.a 2.1.d

History-Social Science

4.4.5



Activity 6: Who Were These People?



Watercolor images by Kango Takamura, 1942. Courtesy of Eastern California Museum.



Assignment

Activity 6: Who Were These People?

Option One

Create a newspaper article based on information from the Densho website, ID Booklets, Farewell to Manzanar, photos, artwork and internment websites. Create an identity of an internee at Manzanar. Decide on a life you'd like to portray such as: age, male/female, where you were born, where you grew up, family history and size, your occupation, pets, friends, recreational activities, etc. Imagine that your local newspaper asked you to write an article a few years after you were released from Manzanar. They want you to describe daily life before, during and after the camp.



School Girls at Manzanar, Ansel Adams 1943.

Option Two

Write a Haiku poem about Kango Takamura's watercolors or Ansel Adams' photographs. A Haiku poem consists of three lines such as the option and sample below. Haiku is very short and descriptive. Search the internet for ideas on haiku.



Band Performance at Manzanar, Ansel Adams 1943.

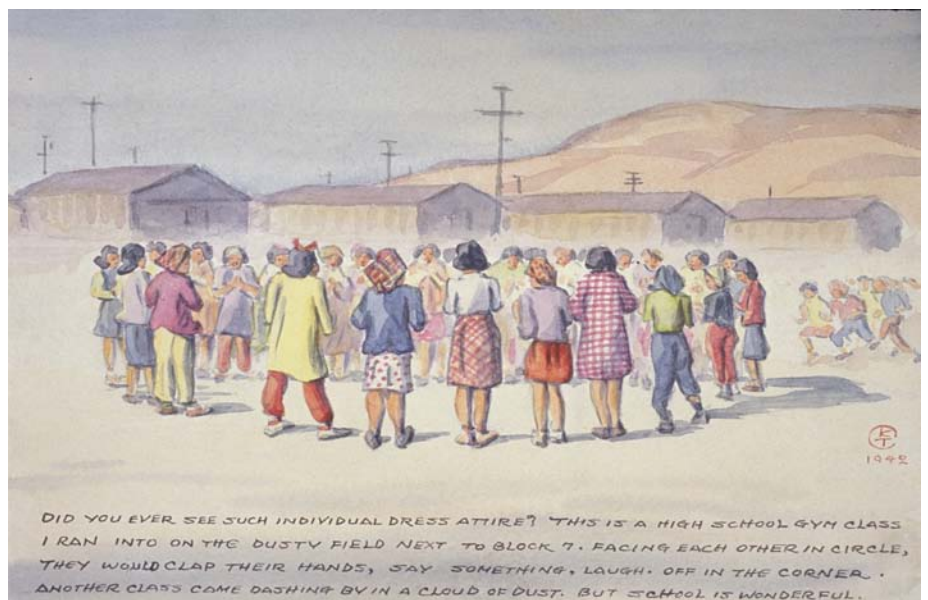
Line-5 syllables

Line-7 syllables

Line-5 syllables

Example:

*Dry wind blown valley
Granite mountains tower high
Coyote creeps past*



*High School Gym Class, Watercolor, Kango Takamura, 1942.
Courtesy of Eastern California Museum.*

Manzanar National Historic Site

Lesson 4: Remembering Manzanar



How Does My Identity Shape My Experience in America?

Activity 7: Life After Camp

How did Japanese Americans' identities shape their internment experiences?

Objective:

Students understand some of the challenges faced by internees after the war ended and the camps closed.

Procedure:

OPTION ONE

- ✓ Students make a list of the most valuable things they own.
- ✓ Tell students many Japanese Americans returning home from internment camps found most of their houses and possessions lost or in some cases sold without their knowledge. Some people put valuable possessions in storage but when they returned home from camp, many found much of it stolen or vandalized.*
- ✓ Ask students to try to imagine that the same thing happened to their most valuable possessions and the government was responsible.
- ✓ Have students write a persuasive letter to the government asking for money to pay for the things they lost.

OPTION TWO

- ✓ Divide your class in half. Provide the first half with stickers to wear while students in the other half are given nothing.
- ✓ The students then participate in a spelling bee for a prize to the group that wins.
- ✓ The students with the stickers are given very easy words to spell such as "cat" while the students without stickers are given increasingly difficult words to spell such as "thesaurus." Make the word differences obvious.
- ✓ Students should quickly reach the conclusion that the students with stickers are being given an unfair advantage.

* *Some Japanese Americans returned home to find that their neighbors protected and maintained their property and valuables during internment.*

Grade Level: 4th

Time: 1-2 hours

Materials:

Stickers

Paper

Pencils

Concepts Covered:

Understand & identify with other viewpoints.

Write coherent ideas in paragraph form.

CDE Standards:

4th Grade

English/Language Arts:

Writing

2.1.a 2.1.d

History/Social Science

4.4.5



Activity 7: **Life After Camp**

How did Japanese Americans' identities shape their internment experiences?



*Man and woman at Manzanar, 1943
Katsumi Taniguchi Collection, Manzanar NHS*

Procedure (continued):

- ✓ After the students understand the unfairness, stop the spelling bee and ask them to think about how Japanese Americans were treated by others when they tried to go back to their homes. Remind students how some Japanese Americans were treated when they were taken to the camps; that many people lost everything and were treated badly because they were Japanese. This did not stop when the camps closed. Many people still felt hatred toward Japanese Americans; even returning Japanese American war veterans experienced hate and discrimination. Still, others welcomed Japanese Americans back into their communities.
- ✓ Have the students write a paragraph (perhaps in journals) about what they think the Japanese Americans felt after experiencing years of internment camps only to return home to discrimination.

Assessment:

1. Student participation in the spelling bee.
2. Students understand prejudice and unfairness.
3. Students write clear and concise paragraphs.

Extension:

1. Ask students if anyone has ever moved before. Ask students to describe to the class what it was like. Did they know anyone? Was it hard to make new friends? Compare student experiences to Japanese Americans' camp experiences. Visit www.densho.org to listen to oral history interviews that discuss moving.
2. Ask your students to imagine that they were interned during World War II. Ask them what would be the first thing that they would do when they left the camp (go to the beach, eat a burger, ride in a car, etc.)?

Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 8: What is Freedom and Who Will Guarantee It?

How did Japanese Americans' identities shape their internment experiences?

Objective:

Students draw conclusions about internment and explain how the lessons learned are important for our future.

Procedure:

- ✓ Place the 1990 apology letter written by President George H.W. Bush for the class to see (located in the Lesson 4 Activity 8 Resources).
- ✓ Break down the words and meaning of this letter. Talk about such phrases as:
 - "We can never fully right the wrongs of the past."*
 - "...Rectify injustice and uphold the rights of individuals."*
 - "...Recognize that serious injustices were done to Japanese Americans during World War II."*
 - "...Offering a sincere apology, your fellow Americans have in a very real sense renewed their traditional commitment to the ideals of freedom, equality and justice."*
- ✓ Ask your students to journal answers to the following questions:
 - What does this letter promise that our government will do for the citizens of America?*
 - What role do you play in providing freedom, equality and justice to America and its people?*
 - How do freedom, equality and justice affect your identity in America?*
 - Are freedom, equality and justice only offered to certain cultures or identities? Why?*



5th grade class at Manzanar, Dorothea Lange 1942

Grade Level: 4th

Time: 45 minutes

Materials:

Student journals
Overhead projector or LCD
1990 apology letter from
President George H.W. Bush.

Concepts Covered:

Discuss meaning of abstract words and theories i.e. "freedom."

Discuss meaning of identity and the role identity plays.

CDE Standards:

**4th Grade
English/Language Arts:
Writing**

2.2 2.2.a 2.2.b

**History/Social Science
4.5.1**



Activity 8: **What is Freedom and Who Will Guarantee It?**
 How did Japanese Americans' identities shape their internment experiences?



THE WHITE HOUSE
 WASHINGTON

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation's resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.

In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Sincerely,

GEORGE BUSH
 PRESIDENT OF THE UNITED STATES

OCTOBER 1990

Assessment:

1. Review completed journals.
2. Level of class discussion and participation.

Extension:

1. Refer to education DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire**, "Day In Their Shoes."

Procedure (continued):

- ✓ Bring the class back for a discussion on their journal answers.
- ✓ State the Essential Question:

How does my identity shape my experience in America?

Ask students to take time to read over their journal, which may help them answer the Essential Question. Write answers on the board.

Activity 8: **What is Freedom and Who Will Guarantee It?****1990 Letter of Apology**

THE WHITE HOUSE
WASHINGTON

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation's resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.

In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "G. Bush".

GEORGE BUSH
PRESIDENT OF THE UNITED STATES

OCTOBER 1990

Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 9: KWL

How did Japanese Americans' identities shape their internment experiences?

Objective:

Students reflect on what they learned.

Procedure:

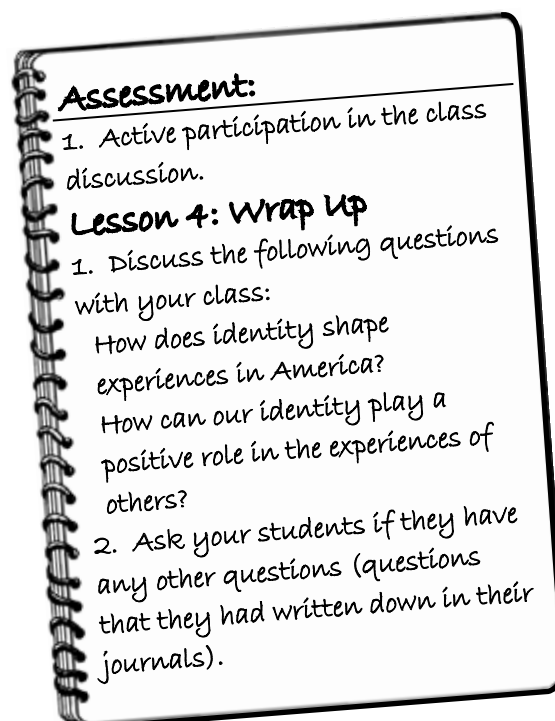
- ✓ Ask students to journal and answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What did you **know** about your identity?
 What did you **know** about the internment of Japanese Americans during World War II?

What did you **want** to know about identities in America?
 What did you **want** to know about how identity played a role in the internment of Japanese Americans during World War II?

What did you **learn** about your identity in America?
 What did you **learn** about identity shaping the experience of Japanese Americans during World War II?

- ✓ Share this information with the entire class.



Grade Level: 4th
Time: 20 minutes
Materials:
 Student Journals
 KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

4th Grade English/Language Arts: Writing Applications
 2.1.a 2.3.a 2.3.b

History/Social Science
 4.4.5