



# 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](http://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.

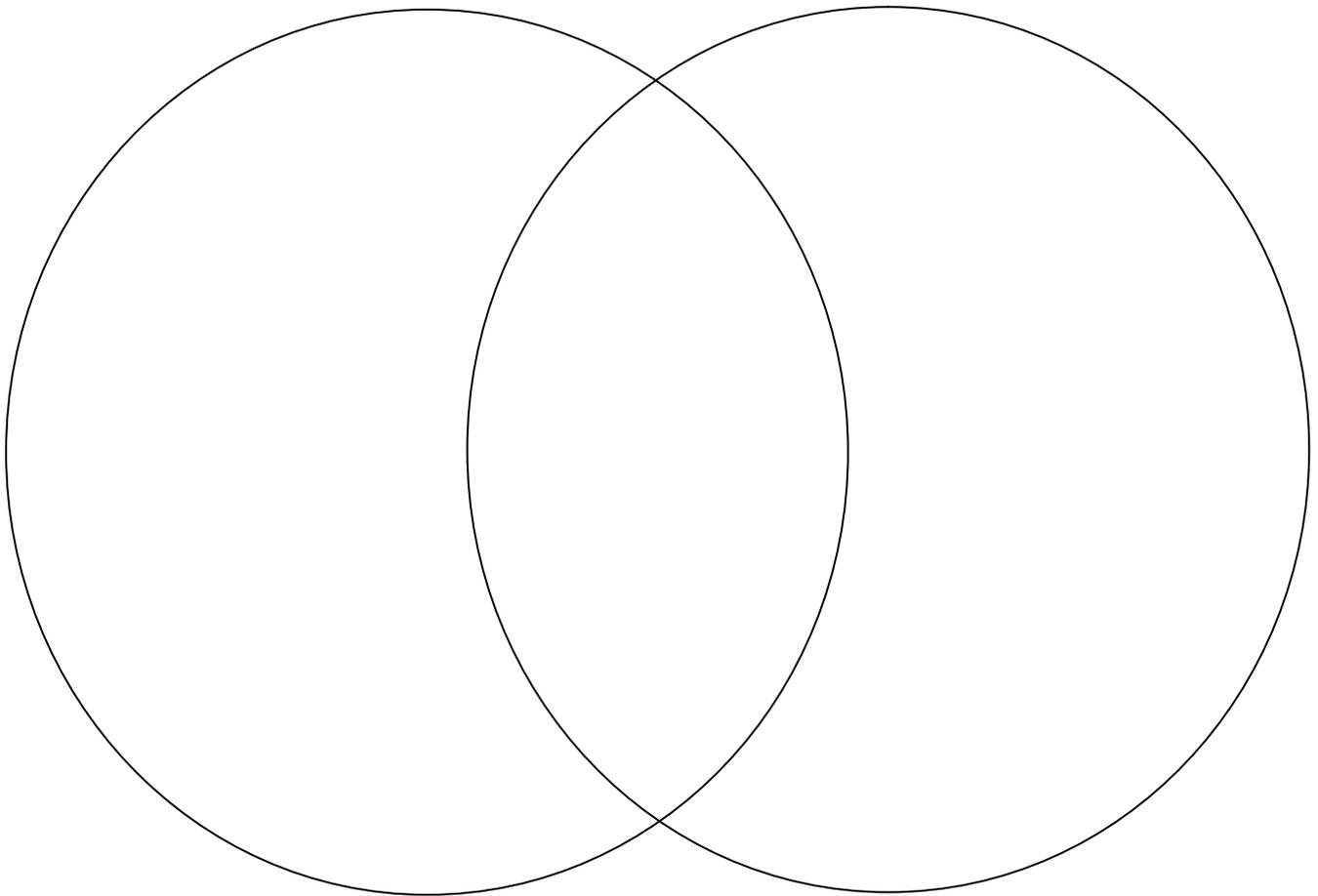


Activity 3: **10,000 Lives, 10,000 Stories**

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...

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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...

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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	
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