***Farewell to Manzanar* - Watsuki**

**Journal & Sketchbook Project**

For this unit, you will be asked to keep a sketchbook/journal. This is a combination of sketches and written responses to the memoir. You will be required to make six written entries according to the chapters in the novel.

* + First, decide on the format for your sketchbook-journal. Spend some time decorating your cover and creating a journal book.
	+ Make sure to include the number of each chapter and the page numbers in your journal. Also, date each entry.
	+ You can sketch memorable scenes from the chapters, paste in magazine pictures, or use computer clip art. Even if you do not consider yourself a good artist, try to make some sketches.
	+ Use colors that remind you of the mood of the story. You may want to take photographs and put them in the sketchbook-journal.
	+ Written entries should focus on your responses to the literature, and should not merely be chapter summaries. They should include comments about your thoughts and feelings, any questions you have, and predictions about the following chapters.
	+ There are suggested journal questions for each chapter below. You do not have to use these, but you can use them as a starting point.
	+ Write at least one paragraph for each journal entry.

**Here are some suggestions for the types of entries you may want to make.**





Possible Journal Topics for *Farewell to Manzanar: You do not have to do these questions, rather, use them as a basis for your entries.*

**Farewell to Manzanar Discussion Questions**

**Chapter 1**
1. Describe Papa’s personality.

2. Why did the fishing boats all come back shortly after they left the dock?

3. What happened to Papa? How did he react to the situation?

**Chapter 2**
4. What does shi-ka-ta-gai-nai mean? How does it affect the Japanese Americans’ response to the internment?

5. Put the following cities in the order in which the Wakatsuki family lived and briefly describe each.

Terminal Island

Manzanar

Ocean Park

Boyle Heights

6. Describe the difficulties people experienced at Manzanar in the following areas:

food

housing

living arrangement

**Chapter 3**
7. With Papa gone, who became the leader in the family? How did he/she handle the new role?

**Chapter 4**
8. More details of the condition at Manzanar are given in this chapter. Write the most important ones below:

housing

clothing

health

latrines

privacy

9. How did the condition affect the Japanese Americans?

**Chapter 5**
10. What began to happen to families once they moved to Manzanar? Why?

11. When Mama and Papa were distracted with worries, who did the author look to for attention? What did she get involved in? Why couldn’t she continue?

12. When Papa finally returned to his family, how had he changed?

**Chapter 6**
13. What kind of family was Papa from? Why did he leave Japan?

14. Why was he humiliated when he first arrived in the U.S.?

15. What was Mama’s family’s opinion of Papa? Why?

16. Name the kinds of work Papa did.

17. Was Papa able to succeed in anything? Why or why not?

**Chapter 7**
18. On what charge was Papa arrested?

19. Did Papa feel any loyalty toward Japan? How did he feel about the war? Which country did he want to win?

**Chapter 8**
20. When Papa joined his family at Manzanar, he isolated himself, always drinking and lashing out at his family. What was the real reason for his rage and seclusion?

21. How did his violent behavior affect his family?

**Chapter 9**
22. How did the charge of disloyalty affect Japanese American men? Why?

23. How did the riot start? Write the events in the order they occurred.

**Chapter 10**
24. What does the incident at the reservoir shack show about America’s sentiments toward Japanese?

**Chapter 11**
25. What was the purpose of the Loyalty Oath? Why did the government issue it?

26. Why did the Loyalty Oath create such a hostile debate among Japanese Americans? What would “no, no” answer mean? What would “yes, yes” mean?

27. How did the oath change many Japanese Americans’ attitude toward America?

**Chapter 12**
28. How did Papa and Mama spend time while in camp?

29. Did Papa enjoy puttering in camp? Give reasons for your opinion.

30. In what ways did Manzanar have the semblance of a normal world?

**Chapter 13**
31. Circle the classes and activities that the author got involved in while in camp.

tap dance classes
a hillbilly band
a dance band
yell leaders
baton twirling
the yearbook
a glee club
a football league
needlework
judo
kendo
school plays
ballet classes
catechism

32. Which ones did she quit? Why? Which ones did she stick with? Why?

33. Why didn’t Papa allow the author to get baptized a Catholic?

34. What was the author longing for at this stage in her life?

**Chapter 14**
35. What had happened to Eleanor? How did it make Papa and Mama so unusually intimate? How did their intimacy make the author feel?

**Chapter 15**
36. What happened to Tom Doboshi? What did Papa mean when he said, “He was already in jail”? (p. 122, 3) What happened to Woody?

37. What started happening Jeanne’s family?

**Chapter 16**
38. What were the three key court cases that that finally freed the Japanese Americans?

39. For what 3 reasons were the Japanese Americans fearful of leaving camp following the announcement that all the internment camps were to be closed?

40. What kinds of rumors did they hear from the “outside world”? How did they make Jeanne feel?

41. Where did the young members of the Wakatsuki family decide to go? Why? Why didn’t Papa go with them?

**Chapter 17**
42. What California law passed in 1943? How did it affect Papa and other Isseis?

43. What happened on August 6, 1945? How did Papa react to the event? Why?

44. What were their concerns as the camps started closing?

**Chapter 18**
45. Why was Woody in Japan?

46. What did Woody realize by visiting his family in Japan?

**Chapter 19**
47. How did the society receive the Japanese Americans returning home?

48. Where did the family settle?

49. Who began to support the family? How?
 **Chapter 20**
50. What did the author become aware of once she returned to school?

51. How did she respond to the prejudice?

52. What important realization did she get by being a majorette for the Boy Scouts?

53. What happened to Papa once Woody returned from Japan?

54. How did the author feel about her Japanese heritage?

55. Why was Papa’s dignified bow at the awards dinner so humiliating to the author?

**Chapter 16-20**
56. What changes occurred in the family as a result of the internment?

**Chapter 21**
57. What differences did Jeanne see between Radine and herself as they moved up to high school?

58. How did Jeanne react to the differences in opportunities given to them?

59. Why did Jeanne decide to go “exotic” in competing to become carnival queen? Was it an effective strategy? Why or why not?

60. When Jean was told that the administration was stuffing the ballot box, she reacted with indifference, saying, “I already sensed, though I couldn’t have said why, that I would lose either way, no matter how it turned out.” (p. 175) How would she lose either way, whether she became queen or not?

61. Should Jeanne have protested when she found out that the administration was trying to fix the voting? Why or why not?

62. How did Jeanne’s parents react to the news that she had won the contest?

63. During the procession on coronation night, Jean thought, “It wasn’t the girl in this old-fashioned dress they had voted for. But if not her, who had they voted for? Somebody I wanted to be. And wasn’t. Who was I then? (p. 181-182) Who did she want to be? Why couldn’t she be that person?

**Chapter 22**
64. As a result of Manzanar, how was Jeanne’s adult life? How were her self-esteem, self-worth and self-identity affected by the internment?

65. What was the purpose of revisiting the campsite?

66. As Jeanne was about to leave Manzanar, she recalled the image of papa bringing a car to camp just before their departure. Why would this be important to her in finally breaking away from Manzanar and all that accompanied it?

**Reflection:**

* Explain what Watsuki’s story means to you.
* What did the word *freedoms/rights* mean to you before you read the book? How has the meaning of the word changed for you? How did it change for the author?
* Research what the United States did for reparations and whether you think that it was enough.
* ***Please note: The above suggestions for journal entries are for multiple chapters, you do need SIX entries and ONE reflection.***

**Rubric:**

* **\_\_\_\_\_ / 5 Neatness:** Decorated cover relates to the theme of the book.Journal Entry & Reflection typed or written neatly in pen.
* **\_\_\_\_\_ / 60 Six Journal Entries:** Each Entry is a minimum of **one** **page** and analyzes a chosen concept for that chapter thoroughly and honestly**.**
* **\_\_\_\_\_ / 30 Sketches:** A minimum of **six** sketches relating either to journal entries or the story.
* **\_\_\_\_\_ / 15 Reflection:** A minimum of a **half page** reflection on your thoughts on the book and the journal/sketchbook assignment.

**\_\_\_\_\_ / 10 Grammar/Mechanics/ Organization**

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 **Total Points \_\_\_\_\_\_/120**

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| ***Farewell to Manzanar* Journal Project**  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **General Requirements**  | Project has all required elements. Including 6 journal entries, 6 sketches, 1 reflection, and decorated cover. Journals are typed/ written neatly in pen. | Project is missing no more than 2 of the required elements and most are typed/ written neatly. | Project is missing no more than 4 of the required elements. Some are typed/written neatly. | Project is missing 5 or more of the required elements. Few, if any of the entries, are typed/written neatly. |
| **Journal Entries (6 scores)**  | Journal entry is a minimum of one full paragraph (5-7 sentences) and relates completely to that section of the book.  | Journal entry is close to one full paragraph (4 sentences) and relates mostly to that section of the book.  | Journal entry is a short paragraph (3 sentences) and relates somewhat to that section of the book.  | Journal entry is not a complete paragraph (less than 3 sentences) and relates very little or not at all to that section of the book.  |
| **Sketches (6 scores)**  | Sketches or pictures are neat and thought-provoking, and relate either to a section of the book or a specific journal entry.  | Sketches or pictures are neat and thought-provoking, and mostly relate either to a section of the book or a specific journal entry.  | Sketches or pictures are attempted and relate somewhat either to a section of the book or a specific journal entry.  | Sketches or picture are not present or do not relate to either a section of the book or a specific journal entry.  |
| **Reflection**  | Reflection is honest and thought provoking. It contains thoughts on the book and the assignment. It is a minimum of 5-7 sentences in length.  | Reflection is honest. It contains thoughts on the book and the assignment. It is a minimum of 5-7 sentences in length.  | Reflection may not come across as honest or sincere. It contains thoughts on the book or the assignment. It’s less than 5-7 sentences. | Reflection is less than 5-7 sentences in length, and does not display an honest or sincere reflection of student's thoughts on assignment.  |
| **Organization**  | Entries and sketches are placed in a logical order and the way they are presented effectively keeps the interest of the reader.  | Entries and sketches are placed in a logical order, but the way in which they are presented sometimes makes them less interesting.  | Some entries or sketches are not in logical or expected order, and this distracts the reader.  | Many entries or sketches are not in a logical or expected order. There is little sense that the writing is organized.  |
| **Word Choice**  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.  | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.  | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.  |
| **Grammar and Mechanics**  | Writer makes little to no errors in grammar or punctuation that distract the reader from the content.  | Writer makes 2-4 errors in grammar or punctuation that distract the reader from the content.  | Writer makes 5-8 errors in grammar or punctuation that distract the reader from the content.  | Writer makes more than 8 errors in grammar or punctuation that distract the reader from the content.  |