Time of Remembrance Learning Activities

Studying the internment of Japanese Americans provides a thought-provoking experience for students. Teachers find that the classroom time spent on studying this topic is very worthwhile and makes a profound impact on their students. During the following unit, students will be reading a literature selection, Journey to Topaz. The basic unit is organized to complete in 10 days or sessions, with additional suggestions for extension projects. You may need to modify the unit to fit your allowed time and the academic needs of your students. If your school does not have a classroom set of Journey to Topaz, check out a copy from your school or local library and use as a teacher read-aloud. Reading the chapters aloud to your class also will shorten the time needed to complete the book. (Most bookstores offer a teacher discount.) The student packet supplements the suggested learning activities. **If you elect to use the student packet, make a copy for each student.**

Journey to Topaz tells the story of the hardships, both physical and emotional, that Yuki Sakane and other Japanese Americans endured because of the U.S. government's reaction to the war with Japan. By reading this book, students will gain a better understanding of the circumstances during World War II and the experiences of Japanese Americans living on the West Coast. The author, Toshiko Uchida, is a Nisei Japanese American, born in Alameda, California, in 1921. She graduated from the University of California, Berkeley in 1942 with a Bachelor of Arts degree. She missed her commencement by two weeks because of the order to evacuate, receiving her diploma rolled in a cardboard container at a horse stall at Tanforan. During internment, Uchida taught second grade. She draws upon her heritage and childhood experiences for most of her writings for adults and children, which include Japanese folktales, stories of Japanese children living in Japan and the United States, and historical fiction about Japanese American experiences.

Day 1

Getting started with the topic

Objective: Students will become aware of the Japanese American experience during World War II. They will develop a sense of empathy by simulating situations that American children of Japanese ancestry faced on the West Coast.

Teacher's note: Prior to this lesson, provide no explanation of the purpose for the lesson. The two introductory lessons will be most effective if no background information is given. If students are curious, tell them that they will find out later. In Part I, students will write lists of things that we often take for granted that Japanese Americans were denied during internment. In Part II, students will respond to situations similar to those that Japanese Americans encountered during World War II.

Day 2

Part I of the lesson - Guide your students to respond in written form to the following questions, or assign as homework.

1. Make a list of your possessions, including items like toothbrushes, clothing, toys, etc.

2. Name the people you enjoy spending time with or people you see often, such as family members, relatives, classmates, friends, etc.

3. Describe your daily routine, the things you do regularly on a weekly or daily basis. (Include what, where, when, and with whom you do these things).

4. Describe your bedroom. How big is it? Do you share it with anyone? What is in it?

5. How far is it in feet/yards or number of steps from your bedroom to: a) the bathroom; b) the kitchen; c) the living room; d) the door you enter and leave your home?

6. Name some of your favorite foods.

7. What do you hear, see, and smell outside the front door of your house?

8. Describe your pet or a friend's pet. Write something interesting about the pet.

Part II of the lesson - Make enough copies of page 18 and cut the task cards apart so that each student receives one card with a scenario. Allow time for your students to prepare their responses. Each student will share his/her personal reaction with the class. These ideas might also serve as journal writing topics.

Day 3

Getting Started with <u>Journey to Topaz</u>

1. Using chart paper, write the word **camp** in large letters. Ask your students to brainstorm words related to the idea of going to a camp. Record their ideas on the chart paper and display in the classroom.
2. Read Chapter 1 aloud to your students. Discuss the chapter briefly. Suggested questions might be the following:

- Who do they think will be the main character?
- What date was the order issued?
- From what country are Yuki's ancestors?
- What pets does she own?
- What are their names?
- What is the upsetting news?
- Why did the FBI take Yuki's father away?
- How would you feel to be a prisoner in your own home?

Before continuing the book, briefly discuss world events prior to the United States entering World War II. Refer to the world events listed in **Historical Overview** and **U.S. Historical Dates**.

Reading Response Journals

As your students continue reading Journey to Topaz, have them keep a Reading Response Journal to record reactions, feelings, ideas, vocabulary, and questions. To create the journal, students can assemble lined and unlined paper with a simple 12" x 18" construction paper, folded in half and decorated with designs. You may want to provide questions or topics for your students' journal entries in order to stimulate their thinking. There are ideas for each section of chapters suggested in this resource guide.

Day 4

Introduce Vocabulary
Read Chapters 2 and 3

Introduce vocabulary words that your students will encounter while reading Journey to Topaz. Use one of your favorite activities or implement a new strategy. Try vocabulary concentration, vocabulary charades, vocabulary bee (similar to a spelling bee), or fictionary (a word game using correct and fictional definitions).

Create your own vocabulary list or use the suggested vocabulary words and terms included in your teacher packet. Some of the terms may not be found in student dictionaries. The student packet contains a crossword puzzle using fourteen key words.

Teacher's note: The presenters of "Time of Remembrance" frequently use the vocabulary words and terms included in the teacher packet. Your students will benefit from exposure to these words and terms before attending the program.

Just for fun: Mother served green tea and chocolate cake to the policemen and FBI man in Chapter 2. Serve some green tea to your class and ask them to describe the taste.

Journey to Topaz
(Chapters 2 -3, pages 11 - 29)

After students have read pages 11 - 29, allow them time to write a journal response. Suggested reading response journal ideas:

1. Why do you think the United States government wanted to evacuate all the Japanese Americans from the West Coast?

2. Were you ever worried about something and didn't know what to do about it but wait, just like Yuki, Ken, and Mother had to do? Describe your experience.

3. Were you ever blamed for something when you were innocent? Tell about the situation.

Day 5

Learning Activity: Using a Primary Source
Read Chapters 4 and 5

Give your students the following scenario: You are on your way home from school on a day in May 1942. You notice a sign posted on the telephone pole in your neighborhood. You stop and read it and want to tell your family about its message. Look over the posted sign, Civilian Exclusion Order No. 92, and find out the following to tell your family when you arrive home. (The Civilian Exclusion Order No. 92 is included in the teacher and student packet.)

- Who issued the order?
- What date was the order issued?
- What do you think this order means?
- Why do you think the order was issued?
- How do you think this order will be carried out?
- What do you think life was like in the U.S. when Civilian Exclusion Order No. 92 was issued?

Journey to Topaz
(Chapters 4 - 5, pages 31 - 47)

Suggested reading response journal ideas:

1. Mother had so many memories in her boxes, such as photographs, diaries, and old letters. Mrs. Jamieson gave Yuki a special ring to remember her. Describe a special keepsake that you have, where you keep it, and why it is important to you.

2. If you had ten days to evacuate your home and could take only possessions that you could carry in two suitcases, what would you take and why? What would you do with the possessions that you had to leave behind?

Day 6

Journey to Topaz
(Chapters 6 - 8, pages 49 - 74)

Suggested reading response journal ideas:

1. At first Yuki was excited at the thought of living in an "apartment." Was there a time when things turned out differently than you expected? Tell about it.

2. Ken thought dreamily about a nice juicy steak, onions on the side, a baked potato with sour cream, and a huge piece of apple pie with ice cream. Draw a picture of your favorite meal, labeling your favorite foods. In your journal, describe your favorite foods and tell why this is your favorite meal.

3. How do the evacuated families try to make the best of a bad situation?

Just for fun: On a piece of paper draw a picture of a barrack. On the back, draw a picture of the inside of a barrack. (Remember the room contained only army cots, blankets, mattresses, a heating stove, and a light bulb suspended from the ceiling.) On another piece of paper, draw the outside of your house. On the back, draw a picture of the inside of your house.

Day 7 — Journey to Topaz (Chapters 9 - 11, pp. 75 - 102)

After reading this section, implement the following activity.

Euphemisms Objective: Students will learn the usage of the term "euphemism" and create their own "euphemisms" in relation to their everyday life.

Review with your students that in Chapter 11, "A Home in the Desert," Yuki read the instruction sheet given to her family when they registered at Topaz. It stated that in Topaz, the people are to use the words "dining hall, not mess hall; Safety Council, not Internal Police: residents, not evacuees, and last but not least, mental climate, not morale."

Explain that substituting a mild, vague, or positive expression for a word or phrase that has a harsh or offensive meaning is to use a euphemism. Ask your students why they think the Japanese Americans were told to use euphemisms.

Give the example of the word "homework." Ask your students for ideas of a euphemism for homework. List examples. Have your class select the best euphemism for homework. Continue the activity by having your students work in pairs to generate euphemisms for school and home. Here are some suggested words to get your students started.

test	cafeteria	discipline
assignment	report card	chores
watching TV	exercising	washing dishes
studying	cleaning your bedroom	
junk food	taking out the trash	

Ask your students to think of additional words to find substitute terms that would sound more desirable and positive.

> ***Just for fun:*** Start referring to homework by the term that your class voted as the best euphemism.

Day 8 — Section V of Journey to Topaz (Chapters 12 - 14, pages 103 - 122)

After your students read this section, substitute the following activity for a journal entry.

Create a tanka or haiku. Explain the following to your students:

Yuki's mother wrote 31-syllable poems, an ancient Japanese poetry form called tanka. These poems usually deal with nature and express an understanding of the world. The tanka is an unrhymed poem divided into five syllabic lines: five, seven, five, seven, and seven syllables. The first three lines make a complete statement on which the last two lines comment. The best tanka often flow seamlessly into one thought. As a poetry form, tanka is older than haiku and the most popular form of poetry in Japan.

Example:

The warmth of the sun
Brings life back to my garden
And lifts my spirit.
Another winter has passed
And life becomes more precious.

Think of something you have experienced related to nature and tell about it in your own tanka poem. Illustrate your tanka.

Alternative activity: Students write a haiku poem consisting of three lines. The first line has five syllables, the second line has seven syllables, and the third line has five syllables. The author of the haiku tries to use descriptive language that paints a picture in the mind of the reader. Haiku is thought to be a derivative of tanka.

Day 9

Map Skill Time - Where is Topaz? Locate the other internment camps.

Objective: Students will learn the location of the ten permanent internment (relocation) camps in the U.S. and gain an understanding of the climatic conditions that people endured while living in the camps.

Materials: Teacher reference map of the internment camps, page 23 in the teacher packet, and make a transparency of the student U.S. map in the student packet.

Procedure:

1. On the outline map of the United States in the student packet, have your students label each state. Two-letter abbreviations for each state may be easier.
2. Using the transparency, place a dot to show the location of Topaz. Have your students also place a dot and label by writing the word Topaz. Tell them some facts regarding Topaz, such as it opened on September 11, 1942, the population at its peak was 8,130, and the weather ranged from 106 degrees in the summer to 30 degrees below zero in the winter. Located at an elevation of 4,600 feet, the region was subjected to a constant wind that resulted in frequent dust storms.
3. Continue placing a dot for the location of each camp and labeling the name.

- Heart Mountain Relocation Camp, Wyoming - The climate is severe with winters dipping to 30 degrees below zero. Elevation 4,600 ft. Population - 10,767.
- Minidoka Relocation Camp, Idaho - Severe hot and cold temperatures, often plagued by dust storms.
- Poston Relocation Camp, Arizona - Desert, perhaps the hottest of all camps
- Gila River Relocation Camp, Arizona - Desert climate with summer temperatures reaching 125 degrees. Although not as bad as some other camps, dust storms were often a problem.
- Granada Relocation Camp (Amache), Colorado - Located on a hilltop 3,500 feet above sea level, this camp was arid and dusty, though not as severe as the Arizona camps.
- Rohwer, Arkansas - Located in wooded swampland with high heat and sudden rains.
- Jerome, Arkansas - Swampland, tropical with high humidity.
- Manzanar, California - (Inyo County) - Desert, extreme winter and summer temperatures. Views of Mt. Whitney and Mt. Williamson made Manzanar one of the most beautiful sites for an internment camp. Population - 8,828
- Tule Lake, California - Relatively mild climate; the land was a dry lake bed covered with sagebrush. Tule Lake Relocation Camp was designated as the "Segregation Center" reserved for Japanese Americans who answered negatively or refused to answer questions regarding their loyalty to the U.S.

4. Have your students shade in the area on their map that was cleared of Japanese Americans. (Refer to your teacher map.) Remind them that 120,000 Japanese American were interned during World War II. Ninety three thousand were from California. Over half of them (60,000) were children, and two-thirds of them (80,000) were Nisei (American citizens).

5. Questions to ask your students:

- During 1942-45, how many internment camps were used to imprison Japanese Americans?
- How many camps were in California?
- What types of climate did Japanese Americans face in these locations?
- Why do you think these locations were chosen?
- From what areas, or states, were Japanese Americans cleared?

Website reference for relocation camps: www.csuohio.edu/art_photos/topaz

Day 10

Journey to Topaz
(Chapters 15 - 17, pages 123 - 149)

After your students read this section, substitute the following activity for a journal entry.

Culminating Learning Activity

Objective: Students will identify 3 rights ensured by the California Constitution and the U.S. Constitution that were violated during the internment of Japanese Americans.

Materials: Make a transparency of the RIGHTS supplement or "Constitution Wall" included in your teacher packet.

Teacher's note: Constitution Wall is a monumental outdoor exhibit at the Golden State Museum, displaying 36 words from the 1879 California State Constitution. Your students will visit Constitution Wall during the Time of Remembrance Program for their culminating experience. At this time, simply tell your students that this is a word collage.

Procedure:

1. Display the transparency and ask your students, "What is the main theme or idea of this word collage?" (RIGHTS) "What smaller words are important?" "What words are unfamiliar?" (At this point a vocabulary lesson may be appropriate).
2. Have each student identify three words or phrases from the collage and write how those rights were violated for Japanese Americans in the book Journey to Topaz. Your class may also enjoy using their words in a "word art" project.

10 Questions about Internment

(included in student packet)

Before your class attends the "Time of Remembrance" program, have them read the information in their packet, "10 Questions about Internment." Students can read a few sections each day, and answer the question in their own words. An alternative might be to assign the questions as a "jigsaw," having groups of students read and be responsible for the information in a section, then piece all the information together as a class for a presentation.

R I G H T S

Extensions

Book Report Ideas

Have your students select a form of reporting Journey to Topaz. Suggestions may include: book jacket, letter to the author, literary critic, TV commercial to sell the book, filmstrip of significant events, board game, act out a scene, a 3-dimensional model, role playing game, etc.

Research Ideas

Reading Journey to Topaz may generate questions about related topics. Encourage your students to brainstorm a list of topics that they would like to learn more about and design a project. Students can work in pairs or groups, sharing their research findings with the rest of the class. Possible topics might be:

- World War II
- Japanese immigration to the U.S.
- U.S. Constitution
- Civil Rights Movement in the U.S.
- Japanese festivals and holidays
- Japanese dress
- Japanese dolls
- Japanese American contributions
- Picture brides
- Constellations in the night sky
- Desert life
- Weather patterns
- Bonsai

3-D Models

- Using a shoebox, make a diorama of a barrack apartment typical during internment.
- Build a model of an internment camp. Research the plans or layout of an internment camp. Students can make barracks from half-pint size whipping cream cartons or milk cartons from the school cafeteria. Use popsicle sticks, toothpicks and other materials to make fences and guard towers. Label the blocks and barracks with numbers.

Writing Projects

- Pretend that you are a girl or boy living in an internment camp during World War II. Write a letter to a friend telling about your experiences, challenges, and feelings.
- Write another chapter for Journey to Topaz, Chapter 18, to tell about Yuki's return home and "seeing the whole world through new eyes."
- Write a letter to President Roosevelt discussing reasons for releasing prisoners in the internment camps.

Class Newsletter

The internment camp newspaper provided a means for everyone to keep abreast of events and information. It also allowed people to express their views and readers to find out how others felt.

Most organizations have newsletters. Some are quite sophisticated and long, while others are simple but just as informative. Have your class create a newsletter that could be distributed throughout the school and to parents. Items to include might be units of study, book reviews, poems, current events at school, birthdays, class activities, field trips, class achievements, pictures, study tips, advice, etc. Create a title and assign tasks for production: writing, editing, layout, graphics, reproducing, distributing, and obtaining feedback. Make the newsletter a one-time project, or publish monthly, quarterly or biannually.

Further Reading

Journey Home by Yoshiko Uchida, the sequel to Journey to Topaz

Farewell to Manzanar by Jeanne Wakatsuka Houston and James D. Houston

Card 1

Imagine that you are going away and you don't know where, how long or what the conditions will be like. Tell anything you would need and want to take as long as you can carry them in your suitcase.

What would you take?

How would you feel about going away?

Was it difficult to decide what to take?

How would you feel about the things you left behind?

Card 2

Imagine that you will not be able to see any of those special people with whom you usually spend time.

What would you do?

How would you feel?

Who will you miss the most and why?

Card 3

In your new "home" you can not do most of the things you regularly do.

What things would you miss the most?

What would you do to amuse yourself?

Card 4

Your new "home" is one room where all of your family must live. There are only some cots to sleep on and no other furniture.

How do you think your room looks, feels and smells?

What would it be like to have all of your family living in one room?

Card 5

Imagine waking up in the morning. You have to go to the bathroom, but you have to walk about a half a block to get there. About 200 people share the same bathroom.

What might be different than using your bathroom?

How do you feel? (Think what it would be like to go outside in the early morning. Is it cold and dark?)

Card 6

Breakfast is at 7 a.m. If you miss breakfast, you must wait until lunch. You do not have a refrigerator, and there is no store nearby. You must walk outside your "house" to the Mess Hall. You have to wait in a long line. The Mess Hall is serving the usual powdered eggs, powdered milk, and oatmeal mush.

What do you choose?

How does it taste?

Card 7

Your new "home" has the smell of horses and manure. You notice that a barbed wire fence surrounds the buildings where you and other people live. You see that you are not free to get out.

What do you say or do?

How do you feel?

Card 8

Pets are not allowed where you are going.

What will you do with your pet? Or, how will you help a friend find a home for his or her pet?

How do you feel about leaving a pet with someone you don't know?

Vocabulary Words and Terms

Issei - (ees-she-ee) first generation Japanese immigrants to the U.S.

Nisei - (nee-she-ee) second generation, U.S. born children of the Issei.

Caucasian - of or relating to a major division of human beings whose members characteristically have light or brown skin color and straight or wavy hair. This division includes the native inhabitants of Europe, northern Africa, southwest Asia, and the Indian subcontinent. (In this sense, this word is no longer in scientific use).

alien - belonging to or coming from another country; foreign.

immigrant - a person who leaves one country and settles permanently in another country.

prejudice - an unfavorable opinion or feeling formed beforehand or without reason, knowledge, or thought. *(Compare with discrimination).*

discrimination - treatment of people based on belonging to a class or category rather than on individual merit; prejudice.

Executive Order 9066 - order issued by President Franklin D. Roosevelt on February 19, 1942, which gave delegated authorities the power to exclude persons from designated areas. This order ultimately resulted in the removal of all persons of Japanese ancestry from the West Coast.

assembly centers - guarded temporary detention centers where Japanese Americans were held until more permanent camps could be established.

incarceration - the act of putting in jail, imprisonment, confinement.

concentration camp - guarded compound for the imprisonment or detention of aliens, or of groups for political.

internment camp - guarded compound for the detention of aliens or groups for political reasons *(a euphemism for concentration camp).*

evacuation - the act of sending away or withdrawing from an area.

relocation - the act of moving or becoming established in a new place.

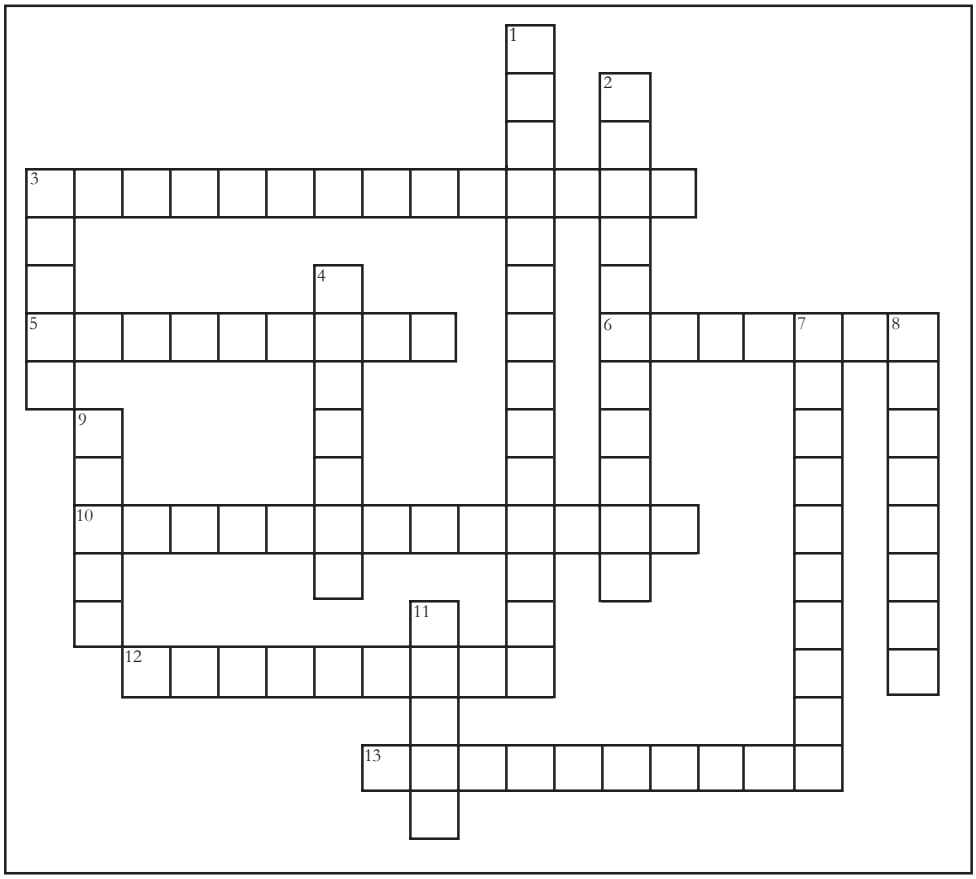
barrack - an unadorned building used to house soldiers, workers, or a large number of people.

espionage - the use of spies to gain secret information about another government or business.

sabatoge - the deliberate destruction of property or disruption of work by civilians or enemy agents during times of war.

redress - compensation or satisfaction for a wrong doing or an injury.

Time of Remembrance Crossword



Directions: Use the following words to complete the puzzle.

alien
barrack
Caucasian
discrimination
espionage
evacuation
immigration
incarceration
internment camp
Issei
Nisei
redress
relocation
sabotage

Across

3. Guarded compound for the detention of aliens or groups for political reasons
5. The use of spies to gain secret information about another government or business
6. Compensation or satisfaction for a wrong or injury
10. The act of putting in jail, imprisonment, or confinement
12. A racial group characterized by very light to brown skin and straight or wavy hair, including people with ancestry from Eu rope, northern Africa or western Asia
13. The act of moving or becoming established in a new place

Down

1. Treatment of a person or group based on prejudgment, not merit; prejudice
2. The act of leaving one country to settle permanently in another
3. First-generation Japanese immigrants to the U.S.
4. A large, unadorned building to house a large number of people
7. the act of sending away or withdrawing from an area, usually for protection
8. The deliberate destruction of property or disruption of work by civilians or enemy agents during times of war.
9. A person from a different place; foreign
11. Second generation, U.S.-born children of the *Issei*

WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION
Presidio of San Francisco, California

INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY
LIVING IN THE FOLLOWING AREA:

All that portion of the Counties of Sacramento and Amador, State of California, within the boundary beginning at a point at which California State Highway No. 16 intersects California State Highway No. 49, approximately two miles south of Plymouth; thence southerly along said Highway No. 49 to the Amador-Calaveras County Line; thence westerly along the Amador-Calaveras County Line to the Amador-San Joaquin County Line; thence northerly along the Amador-San Joaquin County Line to the Sacramento-San Joaquin County Line; thence westerly along the Sacramento-San Joaquin County Line to the easterly line of the right of way of the main line of the Southern Pacific Railroad from Lodi to Sacramento; thence northerly along said easterly line to its crossing with California State Highway No. 16; thence easterly along said Highway No. 16 to point of beginning.

Pursuant to the provisions of Civilian Exclusion Order No. 92, this Headquarters, dated May 23, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P.W.T., Saturday, May 30, 1942.

No Japanese person will be permitted to move into, or out of, the above area after 12 o'clock noon, P.W.T., Saturday, May 23, 1942, without obtaining special permission from the representative of the Commanding General, Northern California Sector, at the Civil Control Station located at:

Masonic Hall,
Elk Grove, California.

Such permits will only be granted for the purpose of uniting members of a family, or in cases of grave emergency.

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.

2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real

estate, business and professional equipment, household goods, boats, automobiles and livestock.

3. Provide temporary residence elsewhere for all Japanese in family groups.

4. Transport persons and a limited amount of clothing and equipment to their new residence.

THE FOLLOWING INSTRUCTIONS MUST BE OBSERVED:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Sunday, May 24, 1942, or between 8:00 A. M. and 5:00 P. M. on Monday, May 25, 1942.

2. Evacuees must carry with them on departure for the Assembly Center, the following property:

(a) Bedding and linens (no mattress) for each member of the family;

(b) Toilet articles for each member of the family;

(c) Extra clothing for each member of the family;

(d) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.

3. No pets of any kind will be permitted.

4. No personal items and no household goods will be shipped to the Assembly Center.

5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.

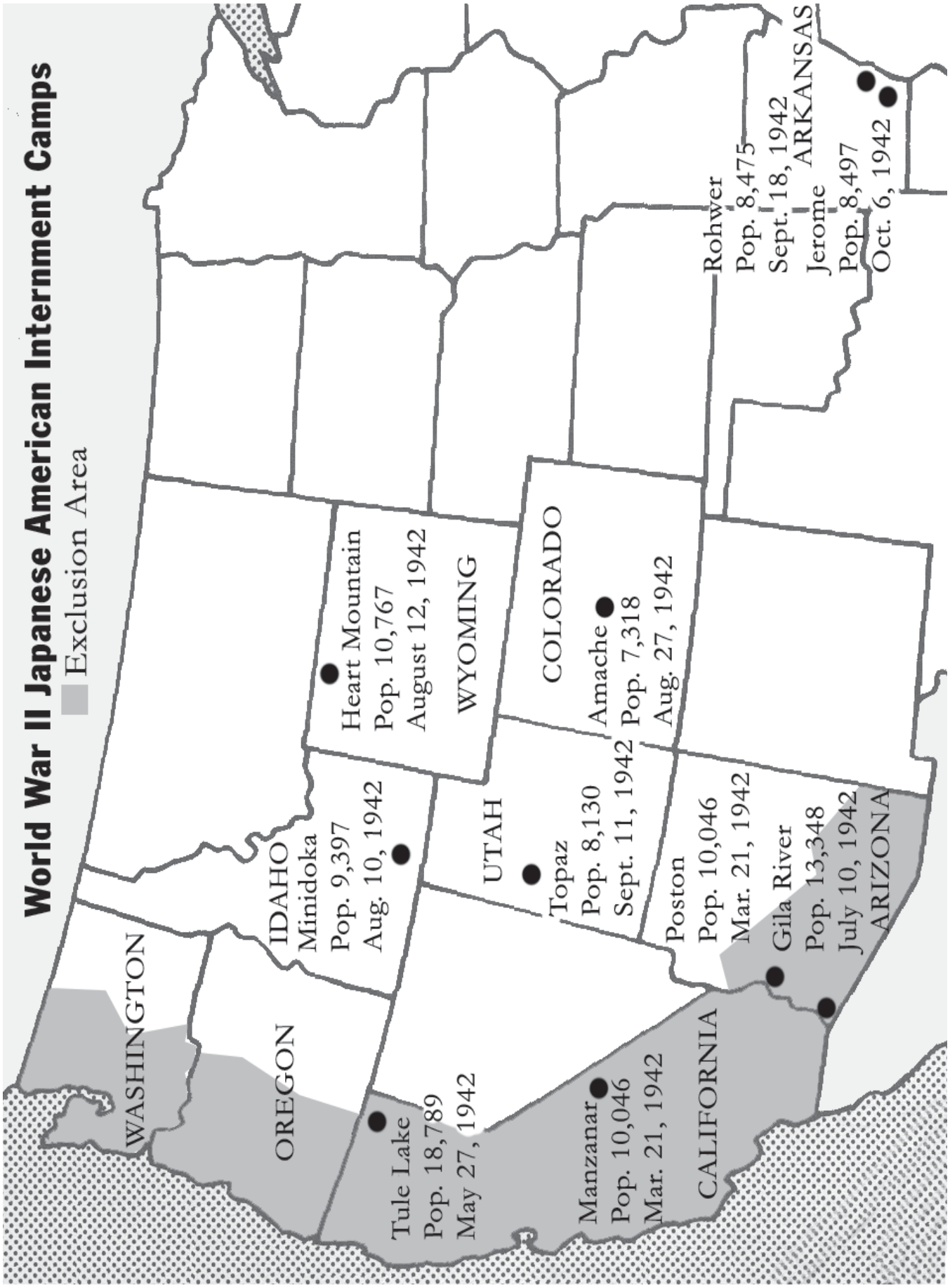
6. Each family, and individual living alone, will be furnished transportation to the Assembly Center. Private means of transportation will not be utilized. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M., Sunday, May 24, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Monday, May 25, 1942, to receive further instructions.

J. L. DeWitt
Lieutenant General, U. S. Army
Commanding

May 23, 1942

See Civilian Exclusion Order No. 92.


World War II Japanese American Internment Camps
Exclusion Area
WASHINGTON
OREGON
IDAHO
Minidoka
Pop. 9,397
Aug. 10, 1942
Heart Mountain
Pop. 10,767
August 12, 1942
WYOMING
COLORADO
Amache
Pop. 7,318
Aug. 27, 1942
UTAH
Topaz
Pop. 8,130
Sept. 11, 1942
Tule Lake
Pop. 18,789
May 27, 1942
Manzanar
Pop. 10,046
Mar. 21, 1942
CALIFORNIA
Poston
Pop. 10,046
Mar. 21, 1942
Gila River
Pop. 13,348
July 10, 1942
ARIZONA
Rohwer
Pop. 8,475
Sept. 18, 1942
Jerome
Pop. 8,497
Oct. 6, 1942
ARKANSAS

RIGHTS

perpetuate

All people

defending acquiring protecting pursuing obtaining

happiness

privacy

Liberty Every person speak

responsible press

assemble petition the right

instruct

redress freely

representatives

common good

Conscience

without discrimination

peace or safety law

A person

Time of Remembrance Teacher Resource Guide Evaluation

Teachers are our most valuable resource in evaluating new educational materials. Please provide feedback in evaluating the Teacher Resource Packet for the unit on *A Time of Remembrance.* We would like to further develop this teaching unit for next year. Thank you for your appreciated time.

Name: _____ Telephone #: _____
Address: _____ School _____
City, State, & Zip: _____

On a scale of 1 to 5, rate the **Time of Remembrance Teacher Resource Packet**:

	Low		Fair		High
Easy to follow / implement	1	2	3	4	5
Aligned with curriculum / standards	1	2	3	4	5
Student Interest / Involvement	1	2	3	4	5
Overall educational benefit	1	2	3	4	5

1. What section of the **Teacher Packet** did you find most useful? Why?

2. Did you use the **Student Packet**? _____ Would you describe any additions that you would like to have included in the Student Pack?

3. What activity or part of the unit do you think helped your students gain the most? Why?

4. Describe additional ideas or lessons that **you** incorporated while teaching this unit.

5. What suggestions do you have for improvement of the Teacher Resource Packet?

Use the other side for additional comments.

E-mail, mail or fax to: **Donna McGuire**
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