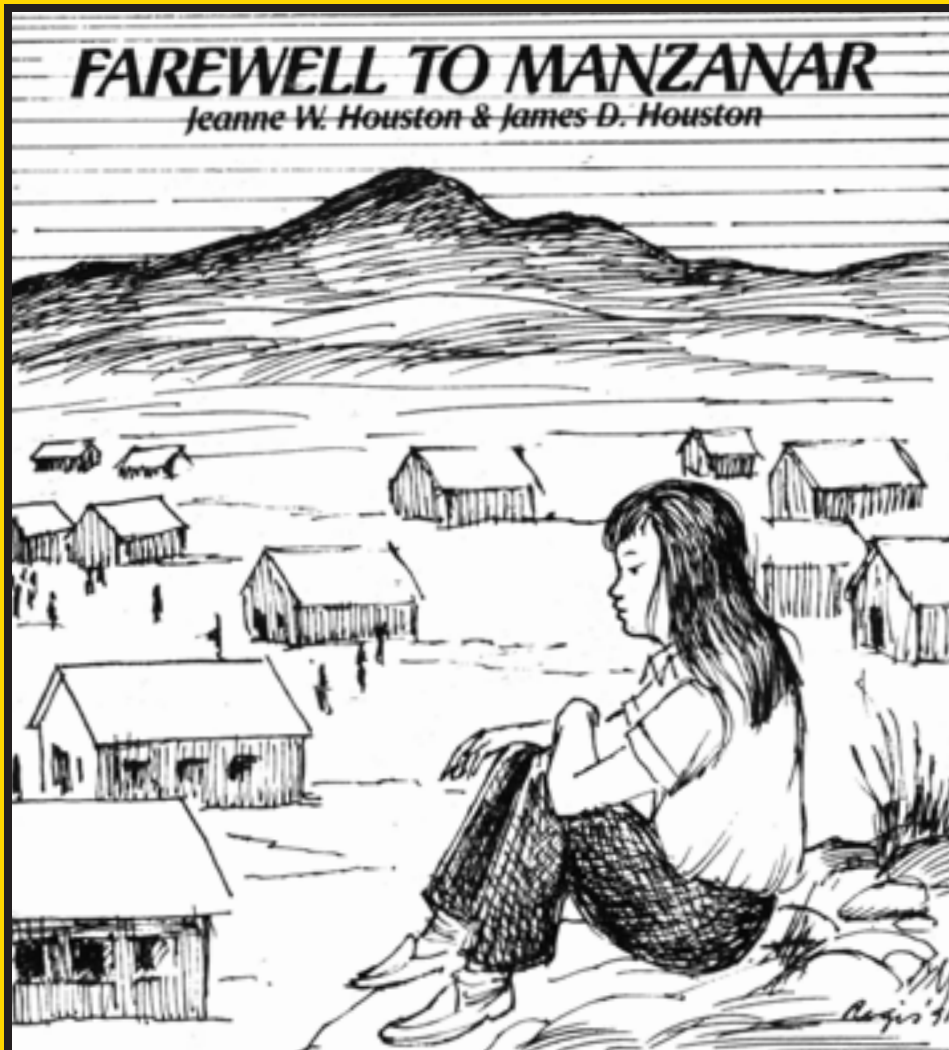


Novel·Ties



A Study Guide

Written By Barbara Reeves

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1 - 2
Background Information	3
Pre-Reading Activities	4 - 5
Chapters 1, 2	6 - 8
Chapters 3 - 5	9 - 10
Chapters 6 - 8	11 - 13
Chapters 9 - 11	14 - 15
Chapters 12 - 14	16 - 17
Chapters 15 - 17	18 - 19
Chapters 18 - 21	20 - 22
Chapter 22	23 - 25
Cloze Activity	26
Post-Reading Activities	27 - 28
Suggestions For Further Reading	29
Answer Key	30 - 33
Notes	34

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Farewell to Manzanar*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

BACKGROUND INFORMATION

In December 1941, much of the world was in turmoil. Germany, Italy, and Japan had invaded numerous countries, and World War II raged throughout Europe as well as in Asia and the Pacific. Until this time the United States had remained at peace, supporting its allies while taking steps toward military preparedness. But on December 7, 1941, the United States was thrust into the middle of the war by the Japanese attack on the United States Pacific Fleet at Pearl Harbor, Hawaii. Hoping to weaken the United States' presence in the Pacific, Japan carried out a surprise early morning attack on the naval base, destroying 18 ships and 170 planes and killing or wounding approximately 3700 people. The following day, December 8, 1941, the United States declared war on Japan. Declarations of war between the United States and the countries of Germany and Italy followed only days later.

At the time of the attack on Pearl Harbor, there were approximately 127,000 people of Japanese descent living and working in the United States. This number included loyal first-generation immigrants, most of whom had been denied citizenship by the United States, as well as Japanese-American citizens born and raised in the United States. Even though the Japanese community had contributed significantly to the economy of the United States since the late 1800s, Japanese Americans had always faced racial discrimination. The war between Japan and the United States served to escalate this hatred and intolerance. Many people living on the Pacific Coast of the United States, the area in which the greatest number of Japanese Americans lived, were afraid that Japan would attack the American mainland. Japanese Americans who were considered “security risks” were detained, questioned, and often arrested. Strategic areas of the West Coast were declared off-limits to Japanese Americans. Finally, influenced by politicians, the press, War Department officials, and the general public, the United States government set up “relocation” camps to house the majority of the Japanese-American population of the West Coast. It was there—in ten crude, desolate internment camps—that thousands of loyal first-generation immigrants and Japanese-American citizens were forced to resettle during the war. *Farewell to Manzanar* is the true story of one courageous family who endured this injustice.

Pre-Reading Activities (cont.)

9. How would you feel if the United States were at war and you were suspected of supporting the cause of the enemy? Put yourself in that position and write a letter to the President of the United States in which you defend your loyalty to the United States. Tell why you would not support or aid a country that would threaten your home.

10. **Cooperative Learning Activity:** With a small group of students, discuss your understanding of the words “racism” and “bigotry.” If necessary, use a dictionary to find the correct definition of these words. Then discuss the concepts of racism and bigotry as a group. Talk about times when you have viewed racism and bigotry in others. Work with the group to suggest possible causes and remedies for such actions.

11. Pretend that you are gathering pictures, mementos, and significant objects to place in a family time capsule to be opened in fifty years. What would you include in the time capsule to show what your family life is like today? What would you include to illustrate your family history? Make a list for your time capsule and share it with the other members of your class.