



TeachersFirst READING TREKS

Farewell to Manzanar

Teacher Guide

Grade Level & Content Areas

Access Reading
Trek Map

Ages: 12+

Grades: 7–12 (independent reading)

Reading Level: 7.8

Lexile Measure: 1040L

Guided Reading Level: Z

Developmental Reading

Assessment (DRA): 70

Content Areas: English/language arts, reading, literature, and social studies, including individual development, identity, and geography.

Synopsis of Book

Author Jeanne Wakatsuki Houston and her family lost their home and most of their possessions when the United States was thrust into the Second World War, simply because they were Japanese Americans. She and her husband share the impact internment had on her childhood and later years. She tells of her father being taken away and how, when they allowed him to return, he had been forever changed. She tells of her family's struggles and those of others at the internment camp known as Manzanar War Relocation Center—the indignities endured, the potentials stifled, the family structures and routines changed—and the prejudices and persecution they faced following the war. The story closes with the Houstons and their children traveling to the remains of the camp thirty years later and the revelation of just how much the past has shaped the present.

Standards

Common Core State Standards for 6–12

Reading: Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

National Curriculum Standards for Social Studies

- Theme 1: CULTURE
- Theme 2: TIME, CONTINUITY, AND CHANGE
- Theme 3: PEOPLE, PLACES, AND ENVIRONMENTS
- Theme 4: INDIVIDUAL DEVELOPMENT AND IDENTITY
- Theme 6: POWER, AUTHORITY, AND GOVERNANCE
- Theme 10: CIVIC IDEALS AND PRACTICES

National Core Arts Standards for Visual Arts

- CREATING
- RESPONDING

Using a TeachersFirst® Reading Trek to Explore This Book

TeachersFirst Reading Treks create a virtual field trip of resources about a piece of literature or a text using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to the contents of a book.

TeachersFirst has done the hard work for you! Use the activities in this teacher guide and the accompanying [Reading Trek map](#) as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Using This Reading Trek in Class

Below is a list of ideas for how to use this Reading Trek in your educational setting.

Working with the Map:

1. Introduce the book to the whole class on an interactive whiteboard using the [Reading Trek map](#), highlighting its various layers.
2. Discuss the classroom and school demographics, “the elephant in the room,” and how stereotypes and cultural racism impact individual and group academic performance and social and emotional development.
3. Discuss social equality and the civil rights of immigrants and their families and create posters to promote unity within the community. To make online, interactive posters, use Adobe Spark for Education ([TeachersFirst review](#)).
4. Share Dwight Okita’s poem “In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers” with the class (you’ll find it in this teaching guide from [Facing History](#)). Have students work together in pairs to create a fictitious pair of friends similar to those in the poem, each choosing a role and writing a poem or letter to the other.
5. The DiMaggio Factor was a mindset that baseball was all-American, and so were its athletes. New York Yankees great Joe DiMaggio was born in California, but his parents were Italian immigrants, and his

father never became a citizen. Divide students into groups to debate the “enemy alien” concept, discuss realistic threats posed to national security, and offer alternatives to mass internment.

6. Jeanne’s mother, Riku, would often comment, “It cannot be helped,” and “It must be done.” Discuss situations in modern life that fit into these categories and why students chose to put an event in either category. Students could journal about personal concerns using the classroom Learning Management System (LMS) and share only if comfortable in doing so.
7. Have students collaborate to create a dream board for one of the characters in the story using Stormboard ([TeachersFirst review](#)) and identify some specifics that would or did stop the dream.
8. With proper permissions granted, design and create a rock garden either on the school grounds or as a service project for an organization.

Extension Activities:

1. Students need to first understand their own identity—from their own perspective as well as how others view them. Have students create an identity map as described in the [Facing History activities](#).
2. View [Ansel Adams’s Photographs of Japanese American internment at Manzanar](#) and have students offer caption ideas, discuss the emotions shown, or compare and contrast life there with life outside the camp’s walls.
3. Before discussing the injustices in the story, it should be stated that individuals define injustices in differing degrees based on personal experience and family situations. Caution your students against trying to “one-up” another’s story of injustice as such stories are shared. Use a polling or audience response system like Poll Everywhere ([TeachersFirst review](#)) or Slido ([TeachersFirst review](#)) to create word clouds for both justice and injustice and compare.
4. Relationships are typically built on commonalities. Have students make a list of friends and acquaintances, group the friends by the depth of the relationship, and identify what situations or traits cemented those relationships. This activity could be done as a spreadsheet or wall using Padlet ([TeachersFirst review](#)).
5. Identify the potentially destructive behaviors of individuals searching for acceptance and the motivations behind such behavior. Have students write a code of conduct to help minimize such behavior and establish consequences for individuals or groups who violate it.
6. Children often demonstrate character traits of their parents and other important adults in their lives. Have students create a character map of Jeanne and identify other individuals who also showed that trait, including their role in Jeanne’s life and an example as evidence.
7. After leaving Manzanar, not only Japanese Americans but *all* Asian Americans faced bias and prejudice simply based on their appearance. After completing the [Social Justice Standards: Unpacking Identity](#) activity, encourage students to journal about

the assumptions made about a person's identity.

8. Create a class shared writing graffiti board for recording erroneous assumptions made

about people based upon appearance, body type, race, ect. Use Scrumblr ([TeachersFirst review](#)) for an online version or a large sheet of paper posted on a wall.

Helpful Resources

From TeachersFirst:

- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Engage & Inspire with Reading Treks](#)

Other Resources:

- [Publisher's Informational Page and Resources](#)
- [Spark Notes](#)
- [Connecticut State Department of Education Close Reading Plan](#)
- [Facing History's Witness to History Series](#)
- [Diversity and Identity Toolkit](#)
- [How to Teach *Farewell to Manzanar*](#)
- [California Reads: Manzanar Curriculum Guide](#)
- [Fish Harbor: The Forgotten Japanese Village of Terminal Island](#)
- [Ansel Adams's Photographs of Japanese American Internment at Manzanar](#)
- [Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment](#)
- [Model Lessons for *Unbroken* by Laura Hillenbrand and *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston](#)
- [Farewell to Manzanar Plot Analysis](#)
- [Exploring Japanese American Internment through Film and the Internet](#)
- ["Life After Manzanar": Examining the Legacy of Japanese American Incarceration](#)