

Word Skills (C)

- C1: Vocabulary and Spelling List for Week 1
- C2: Proper Adjectives
- C3: Euphemisms
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- C6: Vocabulary and Spelling List for Week 2
- C7: Writing a Friendly Letter
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- C10: Vocabulary and Spelling Test, Week 2

ARKANSAS CURRICULUM FRAMEWORKS

Strand: Writing

Standard 5: Purposes, Topics, Forms and Audiences

W.5.5.1 Write to describe, to inform, to entertain, to explain, and to persuade

Standard 6: Conventions

W.6.4.5 Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech

W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly

W.6.4.13 Demonstrate accurate use of capital letters

W.6.4.20 Format writing appropriately according

W.6.5.6 Define and identify the parts of speech to construct effective sentences

W.6.5.8 Spell words by applying the correct spelling of roots, bases, and affixes

W.6.5.10 Apply conventional rules of capitalization in writing

Standard 7: Craftsmanship

W.7.4.6 Use purposeful vocabulary

Strand: Reading

Standard 11: Vocabulary, Word Study and Fluency

R.11.4.1 Use context clues to determine the precise meaning of new words

R.11.4.5 Refine strategies to decode multi-syllabic words

R.11.4.7 Use related words to determine the spelling of unaccented syllables

R.11.4.8 Add content words to sight vocabulary

R.11.5.1 Read for a substantial amount of time daily, including assigned and self selected materials at independent and instructional levels

R.11.5.3 Add content words to sight vocabulary

R.11.5.5 Use context to determine meaning of multiple meaning words

R.11.5.6 Use resources to determine meaning of technical and specialized vocabulary

R.11.5.10 Use context clues to select appropriate dictionary definition

DAILY VOCABULARY STRATEGIES FOR USE WITH *JOURNEY TO TOPAZ* AND OTHER READINGS

Have students create a vocabulary prediction chart (or work on one as a class) for their vocabulary words. They should write down the word, their guesses for the definition before and after reading, and finally look the word up in a dictionary and write down the definition. A template follows this sheet.

Listed below are vocabulary words for each day of reading *Journey to Topaz*. (*not all words appear in the shorter read-aloud excerpts)

1. Chapters 1-2 “Strangers at the Door” and “The Long Wait”

reveries	apprehensive	Caucasian
dignify	frantically	Samurai
fanatic	ominous	solace

2. Chapters 3-4 “A Lonely Christmas” and “Ten Days to Pack”

hostages	detention	austere
Nisei	sabotage	hysterical
freighter	evacuation	excluded

3. Chapters 5-6 “Inside the Barbed Wire” and “Home is a Horse Stall”

refugee	barracks	euphemism
tentatively	contraband	inadequacies
occupants	corpse	latrines

4. Chapters 7-8 “A New Friend” and “Ken Spoils a Party”

finality	ruefully	precinct
pondered	entangled	partition

5. Chapters 9-10 “A New Rumor” and “Good-bye, Tanforan”

affidavits	generosity	confined
relic	recruited	reluctant
vulture	scholarship	canteen

6. Chapters 11-12 “A Home in the Desert” and “Dust Storm”

parched	barren	wheeled
monotony	vegetation	Sevier Desert
greasewood	contingents	impressive
morale		

7. Chapters 13-14 “A Last Visit” and “Tragedy at Dusk”

sarcasm	despair	tuberculosis
exterior	irritability	distraught
alkaline	sanatorium	sullen
vial		

8. Chapters 15-16 “Good News” and “Another Goodbye”

isolation	ancestry	fodder
recruiter	telegram	glimpse
adrift	clenched	

9. Chapter 17 “Hello, World”

parole	agitator	duration
sapling	firebreak	inquiries
alien	fascist	blacklist
nuisance		

C1: Vocabulary and Spelling List for Week 1

journey
immigration
ancestry
Japanese
Pearl Harbor
executive order
exclusion
evacuation
hysteria
euphemism

ACTIVITY: WORD WALL

Have students write or type these words (in large print) and their definitions (smaller print) on 8 ½ X 5 ½ (one-half of a sheet of typing paper) sheets of card stock. You may also choose to include words from the reading vocabulary words at the beginning of the Word Skills section (Section C). After the word cards are completed, use tape or pins to affix the words to a wall or bulletin board in the classroom. Have students organize the words in different ways (in groups by parts of speech, in alphabetical order, etc.) by rearranging the words on the word wall.

Name _____ Date _____

Proper Adjectives C2

Student Activity Sheet

A noun names a person, place or thing. A proper noun names a particular person, place or thing. **A proper adjective is an adjective that is formed from a proper noun.** A proper adjective begins with a capital letter.

Proper Noun

Greece

America

Scotland

Proper Adjective

Greek

American

Scottish

In the following sentences, underline the proper adjectives.

1. On December 7, 1941 the Japanese attacked American forces at Pearl Harbor.
2. In Europe the Germans were building an alliance with the Italians.
3. The Russian winter was a formidable enemy for Hitler's armies.

Fill in the following table with the correct proper noun or adjective.

Proper Noun

1. Spain

2. _____

3. Japan

4. _____

5. Asia

6. _____

7. Switzerland

8. _____

9. Canada

10. Tibet

Proper Adjective

Egyptian

Chinese

Icelandic

Indian

See if you can list ten more proper adjectives on the back of this paper.

Euphemisms C3

TEACHER BACKGROUND

The definition of euphemism is *the act or an example of substituting a mild, indirect, or vague term for one considered harsh, blunt, or offensive*. During World War II, the U.S. Government used euphemisms to describe the imprisonment of Japanese immigrants and Japanese Americans following the attack on Pearl Harbor and the issuance of Executive Order 9066. The government used euphemisms to downplay and shroud their actions, in particular the imprisonment of citizens without trial or charges. One example of a euphemism used was “non-alien” instead of “citizen.” Other examples are listed here.

Evacuation was used rather than *forced removal*.

Assembly, relocation, or internment was used rather than *imprisonment*.

Assembly Center was used rather than *temporary concentration camp*.

War Relocation Center was used rather than *concentration camp* or *prison camp*.

Converted Building was used rather than *horse stalls* or *stable*.

Evacuee or *internee* was used rather than *prisoner*.

Enemy Alien was used rather than *Japanese immigrant* or *legal resident alien*.

Military Exclusion Zone was used rather than *Japanese Exclusion Zone*.

MATERIALS

Student Activity Sheet

PROCEDURE:

First, teach students the definition of euphemism. Next, you might consider showing students some examples of euphemisms from everyday speech. You might also consider putting students in small groups or pairs to create euphemisms for everyday activities that they find unpleasant. (example: *enrichment activity* for *homework*). Finally, give them the student activity sheet.

Name _____ Date _____

Euphemisms C3
Student Activity Sheet

INSTRUCTIONS: Read each of the following excerpts from *Journey to Topaz*. Following the excerpt, answer the questions.

1. *It was a few days later that Ken made an announcement... "Everybody says there's going to be an evacuation." ... "They say the government is going to move all the Japanese from the West Coast." "Don't be foolish, Kenichi," Mother scolded. "Why would the United States ever do a thing like that? We are not spies or traitors. And besides, you children are American citizens."*

Which phrase above is a euphemism for "forced relocation"? _____

2. *On April 21, 1942, the headline in the Berkeley paper read, JAPS GIVEN EVACUATION ORDERS HERE. Yuki shivered as she read it. "I wish they'd stop calling us Japs," she murmured... The army had finally issued the order that said all the Japanese in Berkeley must evacuate their homes. They were to report to the Tanforan Assembly Center by noon on May 1st. "That gives us exactly ten days," Ken said nervously.*

Which phrase above is a euphemism for "temporary prison camp"? _____

3. *There was a sign tacked to a corner of the stable that read "Barrack 16."*

Which word above is a euphemism for "horse stable"? _____

4. *"Listen," she said reading aloud, "You are now in Topaz, Utah. Here we say dining hall, not mess hall; Safety Council, not Internal Police, residents, not evacuees, and last but not least, mental climate, not morale."*

Which of the words above are euphemisms? _____

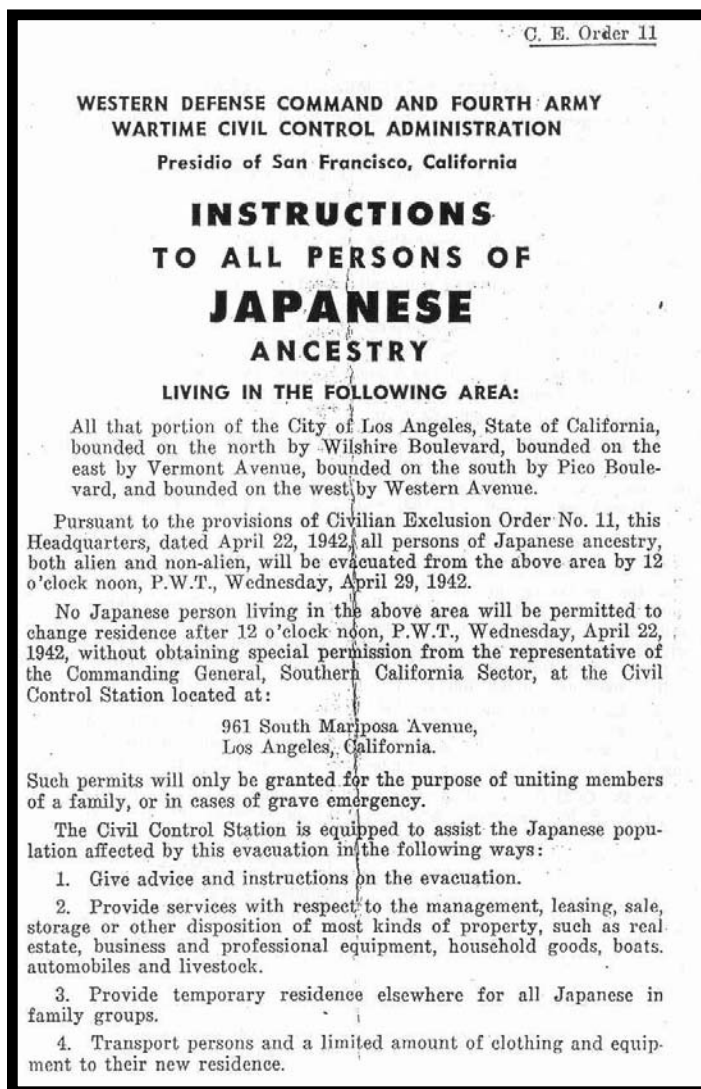
Questions for discussion:

Why do you think the government used the euphemisms instead of the literal terms?

Are any of these euphemisms still used today?

C4: Vocabulary Book

Have students, working alone or in pairs, choose six words from their vocabulary and spelling list or from the *Journey to Topaz* daily vocabulary words. Use 8 1/2 x 14 (legal sized) paper and fold it in half to form a book. Have students draw illustrations to represent each word. Underneath each illustration, students write a sentence containing their vocabulary word. Have students trade books to help review for their spelling and vocabulary test. Students can also quiz each other by covering up the sentences and trying to guess the words from the illustrations.



Instructions given to Japanese Americans being forcibly removed from an area in Los Angeles. Civilian Exclusion Order No. 11 from "Manzanar Feasibility Study" Sacramento, CA: State of California, 1974, n.p. National Historic Landmark Files, National Park Service

C5: Vocabulary and Spelling Test, Week 1

INSTRUCTIONS

Read the words and have students write them on their paper.

Have students choose 3 of the words and write a narrative paragraph using the words.

journey

immigration

ancestry

Japanese

Pearl Harbor

executive order

exclusion

evacuation

hysteria

euphemism