

C6: Vocabulary and Spelling List for Week 2

isolation
morale
loyalty
mess hall
latrines
watch tower
barracks
allegiance
prejudice
redress

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 section C. After the word cards are completed, use tape or pushpins 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. You may choose to combine this weeks' words with those from last week.

C7: Writing a Friendly Letter

OPENING

Read one of the letters from students to Miss Breed, located in the Reading Comprehension section (activity D7) of this teacher's guide. Review with students why Japanese American students were writing to Miss Breed during WWII (purpose). Ask students about the letters they write. To whom do they write? (audience) Why do they write? (purpose) What information do they include? (message)

INSTRUCTIONS

Read with students the guidelines for writing a friendly letter in your school's grammar textbook.

PREWRITING

Have students brainstorm a list of people to whom they might write a letter as well as the purpose of the letter. They should select one person from the list. Have them make a list of things they will talk about in their letter. (At this point, you could return to one of the letters to Miss Breed and have students underline the pieces of information contained in the letter).

WRITING AND EDITING

Have students write their letters on a sheet of notebook paper. When they have finished, have them trade their letters with a partner and edit the letter using markers and the checklist reproduced on the next page (or one of your choosing).

After peer editing, students receive their letters back and make necessary changes. They can either rewrite their letter on a new sheet of paper or type it on the computer and print it out.

CONNECTIONS TO LITERATURE AND SOCIAL STUDIES

Students could write their letter to Yuki, or as if they were Yuki writing to her friend Mimi or Miss Jamieson. Teachers could also read *The Bracelet* by Yoshiko Uchida and talk about the letters between Emi and her friend. They could make a special bracelet for friends and then write a friendly letter to their friends explaining why they wanted to give their friends the bracelets.

For social studies, students could write a letter requesting information or asking questions about the Japanese American concentration camps to project staff at the University of Arkansas at Little Rock or the Japanese American National Museum.

Writing a Friendly Letter C7 Peer Editing Checklist

Check that the letter has the following items:

_____ The letter contains today's date

_____ The letter contains a salutation

_____ Body of the letter contains at least 5 sentences.

_____ All beginning words in sentences are capitalized.

_____ All proper nouns and adjectives are capitalized (underline any proper nouns or proper adjectives in yellow)

_____ Each sentence is complete (underline the subjects of the sentences in red and the verbs of the sentences in blue)

_____ The letter contains a closure (such as "Sincerely" or "Yours truly") followed by a comma

_____ The letter contains a signature

Overall, I think this letter is.....

_____ Great

_____ Good

_____ OK

_____ Needs work

Cubing C8

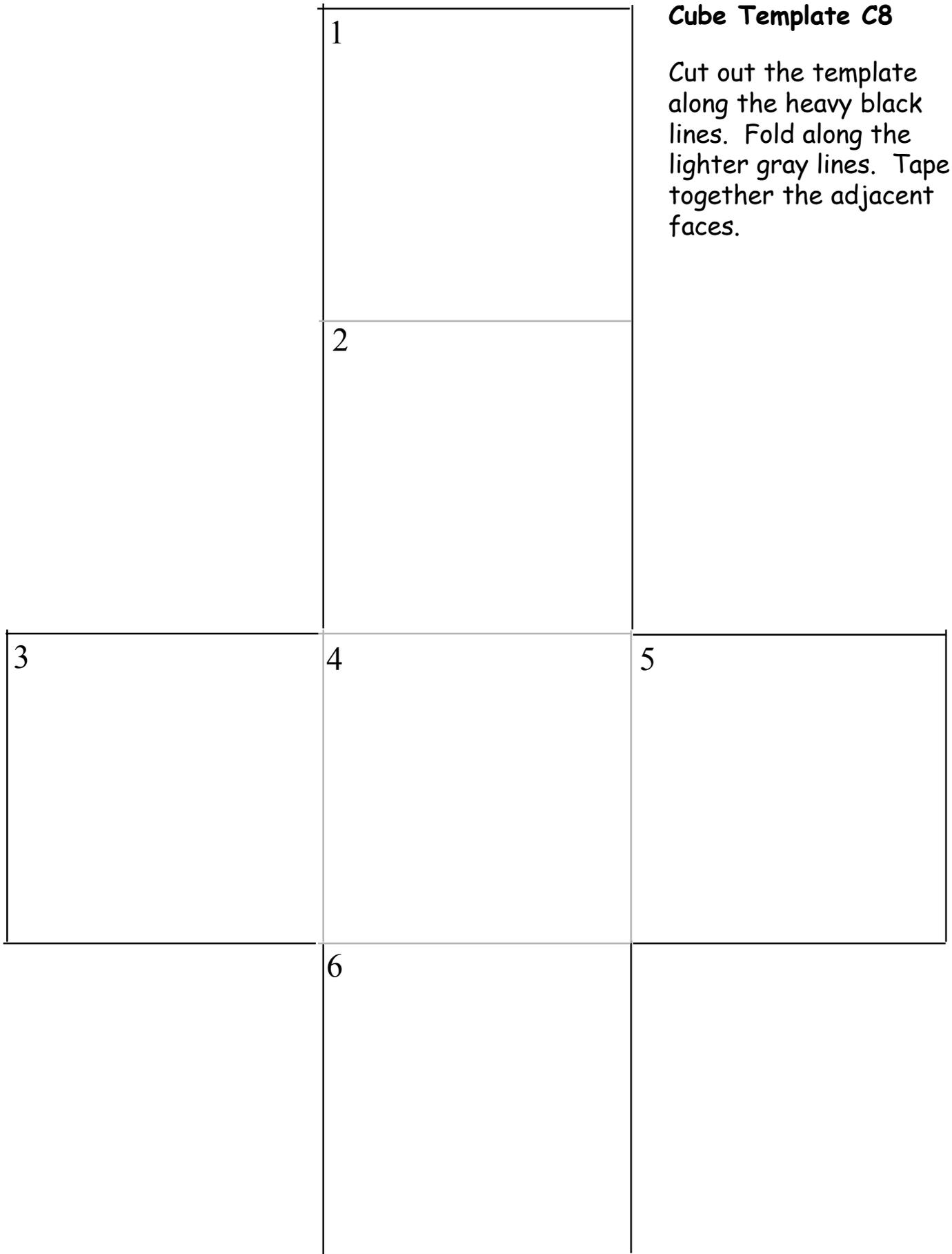
Use the cube template reproduced on the following page. Copy enough for each student and have students cut out their cubes. On each of the six sides, students should complete one of the following tasks:

- 1) write the vocabulary/ spelling word
- 2) write the definition of the word
- 3) write something this word reminds you of
- 4) write a synonym for the word (something that is the same)
- 5) write an antonym for the word (something that is opposite in meaning)
- 6) illustrate the word

After students have completed their cubes, have them fold the cubes and use tape to close them. Attach a string or ribbon to the cube and hang them like mobiles from the wall.

Cube Template C8

Cut out the template along the heavy black lines. Fold along the lighter gray lines. Tape together the adjacent faces.



C9: Connect Two

This activity can be completed with the entire class together or with students in groups. Have students use vocabulary words on the word wall. One student chooses a word from the wall and challenges another student to “connect two”. The second student looks for another word that he/she can connect with the first word and completes the following sentence:

“I can connect _____ with _____ because _____.”

For example, Katie chooses the word “barracks” and challenges Alex to “connect two”. Alex replies,

“I can connect barracks with mess hall because they were both buildings inside a War Relocation Center.”

Or

“I can connect barracks with morale because they are both nouns.”

Model the activity with students several times and then let them try to challenge each other.

C10: Vocabulary and Spelling Test, Week 2

INSTRUCTIONS:

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

Have students write a friendly letter that uses 3 of the words in complete sentences..

isolation

morale

loyalty

mess hall

latrines

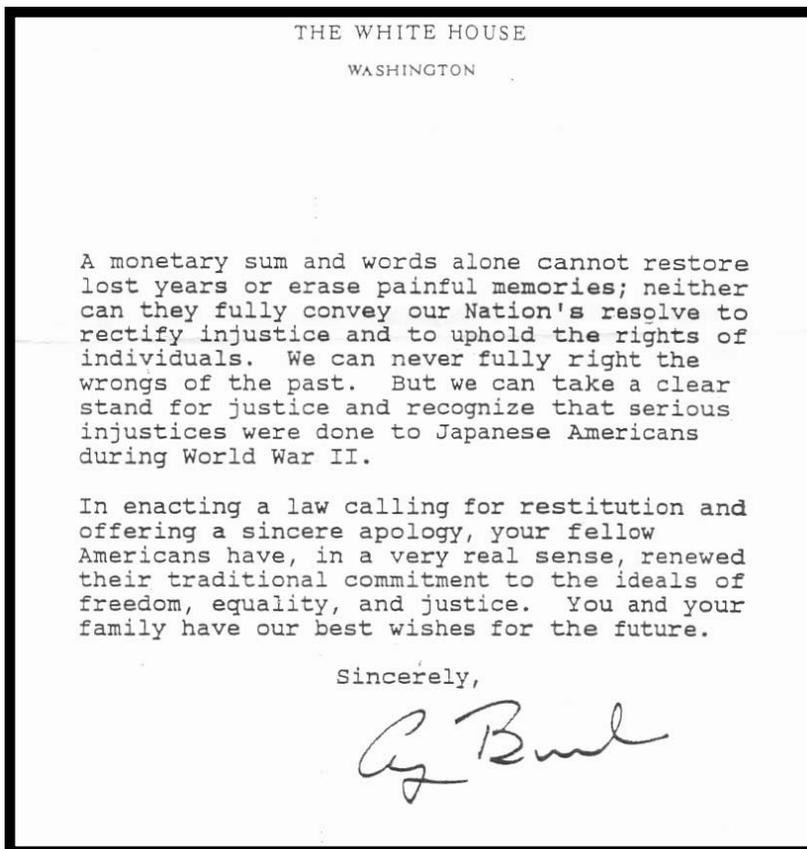
watch tower

barracks

allegiance

prejudice

redress



Letter from George H. W. Bush to formerly imprisoned Japanese Americans. This letter accompanied the restitution checks sent out by the federal government under the 1988 Civil Liberties Act. October 19, 1990, ID# 184767, ME001, WHORM: Subject File, Bush Presidential Records, George Bush Presidential Library

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