Word Skills (C)

- C1: Vocabulary and Spelling List for Week 1
- C2: Proper Adjectives
- C3: Euphemisms
- C4: Vocabulary Book
- C5: Vocabulary and Spelling Test, Week 1
- C6: Vocabulary and Spelling List for Week 2
- C7: Writing a Friendly Letter
- C8: Cubing
- C9: Connect Two
- 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 frantically Samurai dignify 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 inadequacies tentatively contraband occupants latrines corpse

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 confined generosity relic recruited reluctant vulture scholarship canteen

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

parched barren wheedled Sevier Desert monotony vegetation impressive greasewood contingents

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

Word Guess Before Reading Guess After Reading Definition

Word Prediction Chart

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	Proper Adjective
Greece	Greek
America	American
Scotland	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	Proper Adjective
1. Spain	
2	Egyptian
3. Japan	
4	Chinese
5. Asia	
6	Icelandic
7. Switzerland	
8	Indian
9. Canada	
10. Tibet	

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 en Following the excerpt, ans	ach of the following excerpts from <i>Journey to Topaz</i> . wer the questions.
there's going to be an evac all the Japanese from the scolded. "Why would the U	that Ken made an announcement "Everybody says cuation." "They say the government is going to move West Coast." "Don't be foolish, Kenichi," Mother United States ever do a thing like that? We are not ides, you children are American citizens."
Which phrase above is	a euphemism for "forced relocation"?
EVACUATION ORDERS H stop calling us Japs," she n said all the Japanese in Be report to the Tanforan As exactly ten days," Ken said	•
Which phrase above is	a euphemism for "temporary prison camp"?
3. There was a sign tacked	d to a corner of the stable that read "Barrack 16."
Which word above is a	euphemism for "horse stable?"
dining hall, not mess hall; S	ing aloud, "'You are now in Topaz, Utah. Here we say Safety Council, not Internal Police, residents, not least, mental climate, not morale.'"
Which of the words ab	ove are euphemisms?
Questions for discussion	on:

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.

C. E. Order 11 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 City of Los Angeles, State of California, bounded on the north by Wilshire Boulevard, bounded on the east by Vermont Avenue, bounded on the south by Pico Boulevard, and bounded on the west by Western Avenue Pursuant to the provisions of Civilian Exclusion Order No. 11, this Headquarters, dated April 22, 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., Wednesday, April 29, 1942. No Japanese person living in the above area will be permitted to change residence after 12 o'clock noon, P.W.T., Wednesday, April 22, 1942, without obtaining special permission from the representative of the Commanding General, Southern California Sector, at the Civil Control Station located at: 961 South Mariposa Avenue, Los Angeles, 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. 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.

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