REMEMBRANCE
The Legacy of Executive Order 9066 in Washington State
INSTRUCTOR GUIDE
What can we learn about characters from their thoughts and their actions?

Supporting Questions

1. How do we describe characters?
2. What can we learn from the thoughts characters say?
3. What can we learn from a character’s actions?
### What Can We Learn About Characters from Their Thoughts and Actions?

**Standards and Content**

**CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**H4.4.3** Compare information provided by different historical sources.

**Staging the Compelling Question**

Show students the front cover of *Baseball Saved Us*, by Ken Mochizuki. Ask them: how would they describe the boy on the front cover? What do they know about him? What can they guess about him? Tell students that they will be spending the next few days getting to know this character.

### Supporting Question 1

How do we describe characters?

**Formative Performance Task**

We describe characters with adjectives, also called “character traits.” As a class, describe the character of Shorty.

**Featured Sources**

- *Baseball Saved Us*, by Ken Mochizuki
- Dick Hideo Yamane’s suitcase, from the WSHS collection
- Images of the Yamane family in Tacoma, from the WSHS collection

### Supporting Question 2

What can we learn from the thoughts characters say?

**Formative Performance Task**

One way we learn more about a character is through the thoughts they share with readers. Complete a “Character: Thoughts” graphic organizer about Shorty.

**Featured Sources**

- “Baseball Saved Us,” by Ken Mochizuki
- Mitsu Fukui interview segment, from the Densho digital archives

### Supporting Question 3

What can we learn from characters’ actions?

**Formative Performance Task**

Another way we learn more about a character is through their actions. Complete a “Character: Actions,” graphic organizer about Shorty.

**Featured Sources**

- “Baseball Saved Us,” by Ken Mochizuki
- Sadako Hirose’s puzzle game, from the WSHS collection

### Summative Performance Task

**ARGUMENT:** Construct a detailed character map of a second character, using their thoughts and actions to support your description.

**EXTENSION.** An epilogue is something that continues a character’s story after the events of the book. What did Japanese Americans do after incarceration? What kind of epilogue would you write for Shorty?

### Taking Informed Action

**UNDERSTAND** Why are objects such an important source of information about Japanese American incarceration? Many Japanese American people chose not to speak about camps; many history books, history museums, and history teachers chose not to teach about incarceration.

**ASSESS** Who is still using objects, and other sources, to tell the story of Japanese American incarceration? Many modern-day Japanese Americans are writing books, creating art, and curating exhibits to tell this story.

**ACT** Explore one of these resources to learn more!
A Note To Teachers & Background Information

This curriculum focuses on the literacy skill of using details from the text to support observations and inferences about characters. To practice this skill, students read Baseball Saved Us, a fictional story about an incarcerated Japanese American family during World War II. Students also learn about the real-life experiences of incarcerated Japanese Americans via objects from the Washington State History Museum’s collection, and other historical resources.

Before you begin this unit with students, we encourage you to read this brief essay from Densho about Japanese American incarceration. By following the “Next” arrows at the bottom of each page you can learn about the context for Japanese American incarceration, what incarceration entailed, and what happened next. The essay also includes short videos with historic images and footage for added context.

Each of the four lessons in this module is designed to take about 45 minutes to teach, and to be integrated with your ELA or literacy block.

INTRODUCTORY LESSON: What was Japanese American incarceration?

Materials:
- Baseball Saved Us, by Ken Mochizuki
- Definition of “cause and effect” (from your ELA curriculum, or the simple definition that an effect is what happens, and a cause is why something happens)
- Chart paper and markers

Websites:
- Francis Mas Fukuhara, Segment 11: https://ddr.densho.org/interviews/ddr-densho-1000-9-11/

Printouts:
- “Cause and Effect” graphic organizer

Student Objectives:
- Define Japanese American Incarceration
- Identify at least two causes of Japanese American Incarceration in Washington State.
Instructional Plan (45 minutes or one ELA block):

1. Share a basic definition of cause and effect, on the board or on an overhead, to introduce or review the concept with students. Discuss a few examples of cause and effect from their daily lives.

2. Introduce *Baseball Saved Us* to your students. Explain that the book is fiction, but it is based on a true story that happened in Washington state: Japanese American incarceration. Today they are going to learn about what Japanese American incarceration was, and some of the things that caused it.

3. Read *Baseball Saved Us* out loud to students. Ask them to think about cause and effect while they listen.

4. Discuss the story with your students. Ask them, why did Shorty and his family have to move to camp? What was life like for them there?

5. Remind students that *Baseball Saved Us* is based on a true story that happened in Washington state. Shorty is a fictional character, but the American government really did force Japanese Americans in Washington to live in camps run by the government. This event is called Japanese American incarceration. Record this term and definition on the whiteboard, on chart paper, or elsewhere so students can refer back to it.

6. Share the “Cause and Effect” graphic organizer with your students. Add, "Japanese American incarceration" to the "effect" section. Read the story again, this time pausing to add possible causes to the cause and effect chart (two major causes of Japanese American incarceration include the attack on Pearl Harbor, and the American government’s distrust of and racism toward Japanese Americans).

7. Share the Francis Mas Fukuhara and/or John Kanda interview segments with your students. Ask them to think again about cause and effect. After each video, ask if there is anything to add to your class cause and effect chart. What did they hear Francis and John saying about why incarceration happened, what the cause was?

8. Review the causes of incarceration which you have identified. Tell students that Japanese American incarceration happened almost eighty years ago. But there is still a lot we can learn as historians about those people, and a lot we can learn as readers about the character of Shorty—which is what you are going to do as a class over the next few days!

9. Revisit the definition of cause and effect. Distribute "Cause and Effect" graphic organizers to students and ask them to complete them during their independent reading, about the event of their choice.

If you and your students are interested in learning more about Japanese Americans and baseball, including during incarceration, check out this feature from American Innings.

ArcGIS Story Map: For a broader view of incarceration, with added context, you and your students can explore this multimedia story map which visualizes a multitude of data about Japanese Americans before, during, and after incarceration.

Revisit the definition of cause and effect. Distribute "Cause and Effect" graphic organizers to students and ask them to complete them during their independent reading, about the event of their choice.
LESSON 1: How do we describe characters?

Materials:

- *Baseball Saved Us*, by Ken Mochizuki
- Chart paper and markers
- Image of Dick Hideo Yamane’s suitcase from the “Lesson One: Images” PDF which can be shared with the class.

Websites:

N/A

Printouts:

- The images from the “Lesson One – Images” PDF in a shareable format, whether printed or electronic.

Student Objectives:

- Describe the character of Shorty using at least three adjectives or character traits.

Instructional Plan (45 minutes or one ELA block):

1. Show students the image of Dick Hideo Yamane’s suitcase from the “Lesson One: Images” PDF. Ask them to make some initial observations. What is this object? What do they notice about it? Does it remind them of anything they own, or use? Record their initial observations on chart paper or on the whiteboard to refer back to.

2. Remind students that they recently read *Baseball Saved Us*, and learned about Japanese American incarceration. They are trying to learn more about Shorty, and about what life was like for real Japanese American people while they were incarcerated, or forced to live in camps. Today students will practice by describing the character of Shorty.

3. Re-read *Baseball Saved Us*, stopping occasionally to ask students how they would describe Shorty. Record their descriptors on chart paper. Possible stopping points:
   a. The second page, when Shorty is describing his life before camp.
   b. The sixth page, when Shorty talks about practicing while the man in the tower watches.
   c. The tenth page, when Shorty describes going back to school after camp.
   d. The final page, when Shorty hits his second homerun.

4. Tell students that they have just described Shorty using character traits—adjectives which describe a character in a story.
5. Before dismissing students to independent reading, ask them to look again at Dick Yamane’s suitcase. Explain that Mr. Yamane, a Japanese American man who lived in Washington state, packed this suitcase to take with him to the internment camp where he was forced to live. Ask them: does this remind them of anything from Shorty’s story? Is there anything they would like to add to their initial observations of the suitcase? How would they feel if they had to fit everything important to them into one suitcase?

6. Show students the additional images from the “Lesson One – Images” PDF. They are all photos which were taken in Tacoma, before Japanese American incarceration. Read the captions with them, and briefly discuss the images. What do they notice about the photos? Have they ever taken photos like these, or been in photos like these? Would Shorty and his family have taken photos like these? During independent reading, students should choose a character of their choice and describe them in their reader’s notebook (or on scratch paper).

7. During independent reading, students should choose a character of their choice and describe them in their reader’s notebook (or on scratch paper).

8. Conclude by asking students to share their descriptors from independent reading with partners or in small groups. Ask a few students to share a favorite descriptor with the class.

9. Congratulate students on doing the work readers do: identifying character traits and describing characters! This is also part of the work of history: describing historical figures, people who lived and died before we were born.

Lesson 2: What can we learn from the thoughts characters have?

Materials:
- *Baseball Saved Us*, by Ken Mochizuki
- Class list of Shorty’s character traits.
- A computer, tablet, or other device so that students can watch and listen to the Mitsu Fukui interview segment.

Websites:
- [Mitsu Fukui interview segment](https://densho.org/), from Densho.

Printouts:
- “Character: Thoughts” graphic organizer

Student Objectives:
- Students will be able to use Shorty’s thoughts from *Baseball Saved Us* to support their description of Shorty.
**Instructional Plan (45 minutes):**

1. Revisit the class list of descriptors for Shorty. Remind students that as readers, we support our ideas with evidence from the text. Where could we find evidence to support our description? One place to find evidence is the thoughts characters share with readers.

2. Model searching for evidence in *Baseball Saved Us*, focusing on the thoughts Shorty shares. When you find a suitable quote, record it in the “Character: Thoughts” graphic organizer.

3. As a class, search for one or two additional thoughts and record them.

4. Review the evidence you’ve collected and ask students: what can we say about Shorty, now that we have this evidence? What did we prove? Record a descriptor of Shorty at the bottom of the graphic organizer.

5. Shorty’s story is based on the real life story of Japanese American incarceration. One real woman who was incarcerated was named Mitsui Fukui. She was born in Seattle, and she was later interviewed about her time in camp. Share the Mitsui Fukui interview segment with students. Ask them to think while they listen about how Mitsui felt when she was forced to live in camp.

6. Discuss with students: do you think Mitsui and Shorty had some of the same thoughts and feelings about camp? Do you think any of their thoughts and feelings about camp were different? Shorty was a child when he was forced to live in camp; Mitsui was an adult, who had children of her own. How do you think Shorty’s mother and father felt when they were forced to live in camp?

7. During independent reading students should complete a “Character: Thoughts” graphic organizer about the character of their choice.

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**LESSON 3: What can we learn from a character’s actions?**

**Materials:**
- *Baseball Saved Us*, by Ken Mochizuki
- Class list of Shorty’s character traits.
- Image of Sadako Hirose’s puzzle game from “Lesson 3: Images” PDF.

**Printouts:**
- “Character: Actions” graphic organizer

**Student Objectives:**
- Students will be able to use evidence from Shorty’s actions to support their description of Shorty.
Instructional Plan (45 minutes):

1. Revisit the class list of descriptors for Shorty. Remind students that as readers, we support our ideas with evidence from the text. Last time, we used Shorty’s thoughts as evidence for our description. Today, we’re going to use Shorty’s actions, the things he does.

2. Model searching for evidence in *Baseball Saved Us*, focusing on Shorty’s actions. When you find a suitable action, record it in the “Character: Actions” graphic organizer.

3. As a class, search for one or two additional actions and record them.

4. Review the evidence you’ve collected and ask students: what can we say about Shorty, now that we have this evidence? What did we prove? Record a descriptor of Shorty at the bottom of the graphic organizer.

5. Students have just done the work readers do—and that is the same work historians do! They search for evidence to support their ideas. Shorty’s story is based on the real life story of Japanese American incarceration. Ask students: why was it important to Shorty to play baseball while he and his family were incarcerated, forced to live in camp?

6. Show students the image of Sadako Hirose’s puzzle game from the “Lesson Three: Images” PDF. Explain to students that this is a puzzle game that Sadako Hirose, a Japanese American girl from Washington state, brought with her to camp. Ask them: why might Sadako have chosen to bring a game with her to camp? Does this game remind them of Shorty’s story in any way? Does this game remind them of anything they own, or use (for example: it’s a portable game, in some ways not unlike a Gameboy).

7. During independent reading students should complete a “Character: Actions” graphic organizer about the character of their choice.

Summative Assessment (20-30 minutes):

Ask students to choose a character from another book you have read as a class, and complete two graphic organizers (Character: Thoughts, and Character: Actions). If you would like to read another book focusing on the experiences of incarcerated Japanese Americans, there are several suggestions below under “Extension.”

Materials:
- *Baseball Saved Us*, by Ken Mochizuki

Printouts:
- “Character: Thoughts” graphic organizer
- “Character: Actions” graphic organizer

Extensions:

An epilogue is something that continues a character’s story after the events of the book. Have students write an epilogue for Shorty, based on their descriptions of him as a character and—if you’d like to extend into another social studies unit—on their historical research about what Japanese Americans did when they were allowed to leave camps. Such research could be conducted via the list of resources below, under “Taking Action.”
Taking Action:

Why are objects such an important source of information about Japanese American incarceration? Many Japanese American people chose not to speak about camps for many years and many history books, history museums, and history teachers chose not to teach about incarceration. Who is still using objects, and other sources, to tell the story of Japanese American incarceration? Many modern-day Japanese Americans, some of whose parents or grandparents were incarcerated, are still writing books, creating art, and curating exhibits to tell this story. Ken Mochizuki, the author of *Baseball Saved Us*, is one such Japanese American. Check out his website, which includes an autobiography, for more information. Then you can explore other storytellers! Some options include:

**BOOKS:**
- Fish For Jimmy, by Katie Yamasaki
- A Place Where Sunflowers Grow, by Amy Lee-Tai
- The Bracelet, by Yoshiko Uchida

**TOURS:**
- [Japanese American Remembrance Trail Map](#), from the Wing Luke Museum
- [Japanese Americans of Spokane tour](#), from the Spokane Historical Society

**WEBSITES**
- [Densho](#): Densho has a wealth of information, including hours of oral history interviews with Japanese Americans who were incarcerated during World War II.
- [The Suyama Project](#): The Suyama Project is organized by the UCLA Asian American Studies Center and includes information and archived documents about incarceration.

**EXHIBITS:**
- Many Washington state institutions including the Tacoma Art Museum, MOHAI, The Wing Luke Museum, the Spokane Valley Heritage Museum, and the Washington State History Museum may be hosting exhibitions about Japanese American incarceration at any given time. Check their websites or contact them for more information!
Dick Hideo Yamane’s suitcase
Source: WSHS Collections, Catalog ID 2013.78.1

Dick Hideo Yamane’s graduation picture
Mr. Yamane graduated from Lincoln High School in Tacoma, WA. This picture was taken to celebrate his graduation.
Source: WSHS Collections, Catalog ID 2009.20.39
**Yamane Family Portrait, 1918**

This family photo of the Yamanes was taken in Tacoma in 1918. Dick Hideo Yamane is the baby on the woman's lap on the far right.

*Source: WSHS Collections, Catalog ID 2009.20.33*

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**Picnic photograph**

This photograph of Japanese Americans picnicking near Tacoma includes several members of the Yamane family.

*Source: WSHS Collections, Catalog ID 2009.20.50*
CHARACTER AND ACTION GRAPHIC ORGANIZER

CHARACTER NAME

CHARACTER TRAIT

CHARACTER NAME

CHARACTER TRAIT