

Unit 14 Lesson 3

“The Bracelet”

WE ARE SHIFTING GEARS AND ONLY DOING ONE MORE STORY IN UNIT 14. PLEASE SAVE THE **UNIT 14 STUDY GUIDE** SENT TO YOU IN **FILE TRANSFER** OR ON MY **ENGLISH WEBSITE** UNDER “**ASSIGNMENTS**”

DO YOU HAVE THE UNIT 14 STUDY GUIDE OPEN??

Student Expectations...

Being part of this “school” is awesome! How can YOU make this ocean even more awesome??



=



- ✓ I will BE HERE! **respond** when my name is called, use **polling tools**, **complete classwork**, **notes**, and **chat** to participate!
- ✓ I will **choose my attitude!**
- ✓ I will **demonstrate respect** and **follow directions** for my classmates and teachers to help **make their day!**
- ✓ I will have **fun** learning!



EVERYONE needs a working mic. Call 1-866-K12-care if it's not working. Let's get it fixed!



Whiteboard Tools

Teacher Key:



Know It Notes



Chat Box



Polling Tools



Free for all MIC

Welcome to the Coffee Room



Move yourself back when you are ready to
participate. 😊

If you are having tech issues please call k12:
866-512-2273

Objectives:

- Students will research and discuss Japanese internment during WWII.
- Students will identify and discuss the mood the author creates in the story

Essential Question:

What is the mood the author creates in the story and why is it important?

Language Skills GUM - Unit 12

Comparison of Adjectives/Adverbs: pgs. L364-366

- **Irregular Comparisons**: A few adjectives/adverbs are compared in an irregular manner. Look on pg. L364 to see a list of common irregulars.
- **Positive**: I received a bad grade on my test.
- **Comparative**: I received a worse grade than my best friend on the test.
- **Superlative**: I received the worst grade in the class on the test.

Language Skills GUM - Unit 12



● YOU CAN DO IT!!!

1. Lauren is a good player.

She is a _____ player than I am.

In fact, she is the _____ player in the 6th grade.

→ **WHAT'S WRONG????**

2. She had the few points of anyone on the team.



The Bracelet VOCABULARY



1. evacuated

a. confined; held

2. interned

b. drooping from lack of water

3. wilted

c. abandoned

4. forsaken

d. removed; withdrawn

CHAT Warmup



What do you
know about
the Japanese
during WWII?



Let's go research

- Here's your mission, you only have 2 minutes to complete it... You must find one interesting or startling fact about **Japanese Internment** during WWII... Give me a green check when you've found one... Be ready to share your fact with the class



GO!!!

On December 7th 1941, the Japanese attacked Pearl Harbor. US citizens feared another attack and war hysteria seized the country. State representatives put pressure on President Roosevelt to take action against those of Japanese descent living in the US. On February 19th 1942 Roosevelt signed Executive Order 9066.

Under the terms of Executive Order 9066 some 120,000 people of Japanese descent living in the US were removed from their homes and placed in internment camps. The US justified their action by claiming that there was a danger of those of Japanese descent spying for the Japanese. However more than two thirds of those interned were American citizens and half of them were children. None had ever shown disloyalty to the nation. In some cases family members were separated and put in different camps. During the entire war only ten people were convicted of spying for Japan and these were all Caucasian.

Life in the camps was hard. Internees had only been allowed to bring with them a few possessions. In many cases they had been given just 48 hours to evacuate their homes. Consequently they were easy prey for fortune hunters who offered them far less than the market prices for the goods they could not take with them.



"It was really cruel and harsh. To pack and evacuate in forty-eight hours was impossibility. Seeing mothers completely bewildered with children crying from want and peddlers taking advantage and offering prices next to robbery made me feel like murdering those responsible without the slightest compunction in my heart." *Joseph Yoshisuke Kurihara speaking of the Terminal Island evacuation.*

POPCORN READING!!

DIRECTIONS: Read **three** sentences then “**popcorn**” a classmate to read two more sentences and so on.....

**The classmate you pick does NOT have to have their hand raised





The Bracelet

by Yoshiko Uchida

Mama, is it time to go?" I hadn't planned to cry, but the tears came suddenly, and I wiped them away with the back of my hand. I didn't want my older sister to see me crying.

"It's almost time, Ruri," my mother said gently. Her face was filled with a kind of sadness I had never seen before.

I looked around at my empty room. The clothes that Mama always told me to hang up in the closet, the junk piled on my dresser, the old rag doll I could never bear to part with—they were all gone. There was nothing left in my room, and there was nothing left in the rest of the house. The rugs and furniture were gone, the pictures and drapes were down, and the closets and cupboards were empty. The house was like a gift box after the nice thing inside was gone; just a lot of nothingness.

It was almost time to leave our home, but we weren't moving to a nicer house or to a new town. It was April 21, 1942. The United States and Japan were at war, and

every Japanese person on the West Coast was being **evacuated** by the government to a concentration camp. Mama, my sister Keiko, and I were being sent from our home, and out of Berkeley, and eventually out of California. **A**

The doorbell rang, and I ran to answer it before my sister could. I thought maybe by some miracle a messenger from the government might be standing there, tall and proper and buttoned into a uniform, come to tell us it was all a terrible mistake, that we

Literary Perspectives

Historical Perspective We focus on the life of an author for a biographical perspective, but the historical perspective broadens our focus. It asks us to consider the world at the time the story was written. What important historical events shaped the author's thinking? What evidence of those events is in the text? How is the story tied to the historical period in which it is set? Could the story have happened in any other time or place?

wouldn't have to leave after all. Or maybe the messenger would have a telegram from Papa, who was **interned** in a prisoner-of-war camp in Montana because he had worked for a Japanese business firm. **B**

The FBI had come to pick up Papa and hundreds of other Japanese community leaders on the very day that Japanese planes had bombed Pearl Harbor. The government

thought they were dangerous enemy aliens.

If it weren't so sad, it would have been funny. Papa could no more be dangerous than the mayor of our city, and he was every bit as loyal to the United States. He had lived here since 1917. **C**

When I opened the door, it wasn't a messenger from anywhere. It was my best friend, Laurie Madison, from next door. She was

holding a package wrapped up like a birthday present, but she wasn't wearing her party dress, and her face drooped like a wilted tulip.

"Hi," she said. "I came to say goodbye."



She **thrust** the present at me and told me it was something to take to camp. "It's a bracelet," she said before I could open the package. "Put it on so you won't have to pack it." She knew I didn't have one inch of space left in my suitcase. We had been instructed to take only what we could carry into camp, and Mama had told us that we could each take only two suitcases.

"Then how are we ever going to pack the dishes and blankets and sheets they've told us to bring with us?" Keiko worried.

"I don't really know," Mama said, and she simply began packing those big impossible things into an enormous duffel bag—along with umbrellas, boots, a kettle, hot plate, and flashlight.

"Who's going to carry that huge sack?" I asked.

But Mama didn't worry about things like that. "Someone will help us," she said. "Don't worry." So I didn't.

Laurie wanted me to open her package and put on the bracelet before she left. It was a thin gold chain with a heart dangling on it. She helped me put it on, and I told her I'd never take it off, ever.

How would you feel if you were Ruri? Who gives Ruri the bracelet and Why?



“Well, goodbye then,” Laurie said awkwardly. “Come home soon.”

“I will,” I said, although I didn’t know if I would ever get back to Berkeley again. **D**

I watched Laurie go down the block, her long blond pigtailed bouncing as she walked. I wondered who would be sitting in my desk at Lincoln Junior High now that I was gone. Laurie kept turning and waving, even walking backward for a while, until she got to the corner. I didn’t want to watch anymore, and I slammed the door shut. **E**

The next time the doorbell rang, it was Mrs. Simpson, our other neighbor. She was going to drive us to the Congregational Church, which was the Civil Control Station where all the Japanese of Berkeley were supposed to report.

It was time to go. “Come on, Ruri. Get your things,” my sister called to me.

It was a warm day, but I put on a sweater and my coat so I wouldn’t have to carry them, and I picked up my two suitcases. Each one had a tag with my name and our family number on it. Every Japanese family had to register and get a number. We were Family Number 13453.

Mama was taking one last look around our house. She was going from room to room, as though she were trying to take a mental picture of the house she had lived in for fifteen years, so she would never forget it. **F**

I saw her take a long last look at the garden that Papa loved. The irises beside the fish pond were just beginning to bloom. If

Papa had been home, he would have cut the first iris blossom and brought it inside to Mama. “This one is for you,” he would have said. And Mama would have smiled and said, “Thank you, Papa San”¹ and put it in her favorite cut-glass vase.

But the garden looked shabby and **forsaken** now that Papa was gone and Mama was too busy to take care of it. It looked the way I felt, sort of empty and lonely and abandoned. **G**



How is the family’s garden symbolic of their situation?

Let's talk about the mood...

- What mood does the author create in the story?



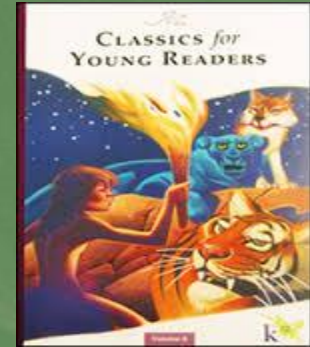
- Why is the mood important?



Exit Ticket Time!

- For today's exit ticket you will tell me 3 things you learned today Japanese internment and why the mood of a story is important.

Homework



- **WHAT DO I DO NOW?**
- Complete HW Ticket
- READ Part 2 of “The Bracelet” on pgs. 280-284 for THURSDAY.
- **Extension:** Go to the following website to learn more about Pearl Harbor
- <https://www.pearlharboroahu.com/>