Module Summary

The earth is the mother of all people, and all people should have equal rights upon it.

−Chief Joseph

The history of the past is but one long struggle upward to equality.

−Elizabeth Cady Stanton

By the late 1930s, the world was wracked by economic despair and facing rising fascist powers. Democracy looked weak, inadequate, and doomed. Hitler's racially obsessed state loomed large over Europe, annexing Austria, allying with fascist Italy, and threatening to invade its neighbors. Americans were suspicious of Nazi sympathizers, but many feared that Germany could not be stopped.

In the Pacific, tensions were also mounting. An actively modernizing Japan emerged as a rising world power. Japan's economy had suffered during the Great Depression, and in the 1930s, the nation increasingly came under military control. Espousing doctrines of national and racial supremacy, Japan's expansionism into China in 1937 further strained relations with the West.

As relations with Japan deteriorated, the U.S. imposed embargoes on oil and other materials that Japan desperately needed. Japan viewed these measures as threats to its very existence, and in 1940, joined the Axis alliance with Germany and Italy, plotting massive invasions throughout East Asia. Japan feared that America's industrial resources and manpower would overwhelm Japan in a prolonged war and hoped to stun the U.S. into negotiating peace. To that end, Japan launched a surprise air attack on the U.S. naval base at Pearl Harbor on December 7, 1941. America's Pacific fleet was badly damaged−and America responded to the attack with fury and indignation. Hitler was convinced that the conflict with the U.S. was inevitable, and he was determined to stop American aid to Britain and Russia. Hitler declared war.

Japan's attack on Pearl Harbor and Germany's declaration of war instantly shattered America's isolationist mood. Through the draft and widespread voluntary enlistment, young men everywhere were swept into war. A shared patriotic purpose united Americans.

As the war expanded, Germany imposed tyrannical control in the territories it conquered−forcing people into slavery, stealing their wealth, and using its feared secret police to brutally suppress dissent. An increasingly mechanized extermination system, centered on slave labor and death camps, ran ceaselessly until the war's end. Six million Jews were murdered, while millions of other Europeans were worked to death alongside them.

Meanwhile, the American military remained racially segregated. As the U.S. fought against racially bigoted regimes abroad, many Americans noted the blatant disconnect and argued for reform at home.

Populations linked to enemy nations were at the greatest risk of government discrimination. On the West Coast, Japanese Americans faced accusations—often founded on blatant prejudice and encouraged by neighbors' schemes to seize Japanese American property—of disloyalty and sabotage. More than 100,000 Japanese living on the West Coast, more than half of whom were U.S. citizens, were interned in federal camps (although men could win release to join the U.S. military, and many served with distinction).

Through the fictional account of Ned Begay, a Navajo teenager called to war, and the memoir of Jeanne Wakatsuki Houston, a former internee of Manzanar camp, students explore this world conflict by entering the lives of those who lived through it. In *Code Talker*, by Joseph Bruchac, the protagonist experiences assimilation and battlefield combat, yet his Navajo culture provides him strength, self-awareness, and language—all of which create a remarkable opportunity to serve his country. In *Farewell to Manzanar*, young Jeannie struggles to understand and come to terms with the effects of her family's wartime internment. From these unforgettable stories, students gain insight into the World War II era.

The End-of-Module (EOM) Task is an informative/explanatory essay. In it, students detail how one individual encountered adversity and/or opportunity as a result of the war, and how they formed identity in a time marked by challenge on both a national and human scale.

Essential Question

How did World War II affect individuals?

Suggested Student Understandings

- World War II presented new opportunities and challenges for Americans.

- Navajo Americans and Japanese Americans have made indispensable contributions to American society throughout history.

- Cultural identity can be a source of strength and pride.

- Stories about individuals can help us understand the larger forces that shaped a particular era.

Texts

CORE TEXTS

Memoir (Informational)

- *Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston

Novel (Literary)

- *Code Talker*, Joseph Bruchac

SUPPLEMENTARY TEXTS

Biography

- "Benjamin O. Davis, Jr.," Alexis O'Neill

Historical Account

- "Navajo Code Talkers," Harry Gardiner
- "Pearl Harbor and World War II," Brandon Marie Miller and Mark Clemens
- "Relocation Camps," Craig Blohm
- "World War II Internment of Japanese Americans," Alan Taylor (**http://witeng.link/0069**)

Journalism

- Pearl Harbor headlines

Music

- "A Beautiful Dawn," Radmilla Cody (**http://witeng.link/0024**)

Photography

- *Manzanar from Guard Tower*, Ansel Adams (**http://witeng.link/0039**)
- *Photograph of Flag Raising on Iwo Jima*, 02/23/45, Joe Rosenthal (**http://witeng.link/0038**)
- *Roy Takeno, outside Free Press Office*, Ansel Adams (**http://witeng.link/0040**)
- *School Children*, Ansel Adams (**http://witeng.link/0041**)

Poster

- "Americans All" (**http://witeng.link/0004**)
- "United We Win" (**http://witeng.link/0003**)

Module Learning Goals

KNOWLEDGE GOALS

- Summarize the experiences of Japanese Americans and members of the Navajo tribe—before, during, and after World War II.

- Identify the effects of cultural assimilation on Navajo individuals, as shown through the story of *Code Talker*'s protagonist.

- Describe the role of the Navajo code talkers in the United States' World War II victory, and explain how the war affected Navajo individuals.

- Explain the causes of the Japanese internment, daily life at Manzanar camp, and the internment's effects on Japanese American individuals.

- Identify the basic facts of World War II, including Pearl Harbor's role in escalating U.S. involvement and the major theaters of the war.

READING GOALS

- Analyze the central ideas of *Code Talker* and *Farewell to Manzanar* (RL.7.2, RI.7.2).

- Analyze how discrimination, war, and citizenship influenced Jeanne Wakatsuki Houston and her family (RI.7.3).

- Analyze how elements of *Code Talker* interact—particularly how the wartime setting influences Ned's identity (RL.7.3).

WRITING GOALS

- Craft a well-organized informative/explanatory essay that analyzes the wartime experiences of either Jeanne Wakatsuki Houston or Ned Begay, developing the topic with relevant details and quotations (W.7.2, W.7.2.b).

- Produce informative writing that introduces a topic clearly, uses effective transitions, and concludes ideas effectively (W.7.2.a, W.7.2.c, W.7.2.f).

- Attend to task, purpose, and audience with intentional decisions around content and style (W.7.2.d, W.7.2.e, W.7.4).

- Develop and strengthen writing by engaging in a process of planning, drafting, editing, revising, and publishing (W.7.5).

SPEAKING & LISTENING GOALS

- Emphasize important points when speaking (SL.7.4.).

- Overcome listening barriers.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.7.6).

LANGUAGE GOALS

- Analyze the relationship between target vocabulary (synonyms, antonyms, or both) to better understand and apply each of the words (L.7.5.b).

- Use transitional phrases and clauses to connect ideas within and between paragraphs (L.7.1.a).

- Use precise and concise language when writing topic sentences and evidence sentences, and eliminate wordiness and repetition in writing (L.7.3.a).

- Explore the meaning of grade-appropriate Greek or Latin affixes and roots to clarify the meaning of target vocabulary (L.7.4.b).

- Spell correctly (L.7.2.b).

Module in Context

- **Knowledge:** Module 2 builds on Module 1's exploration of identity in society. In Module 1, students built a foundational understanding of the concept of identity in the rigidly hierarchical Middle Ages and explored how structures can influence a society. In Module 2, students consider the influences of race, culture, war, and patriotism on identity, both individual and national.

- **Reading:** In Module 1, students read narrative texts and analyzed how medieval settings developed characters' identities. In Module 2, students continue to explore the influence of setting on character. Students analyze the impact of *Code Talker*'s World War II setting on the protagonist's identity. They also analyze interaction between plot and character. Additionally, students extend their reading skills with a new focus on informational texts. By studying *Farewell to Manzanar* and several historical accounts about World War II, students make the jump from identifying literary themes to identifying informational central ideas. They also analyze the interaction between individuals, events, and ideas such as citizenship.

- **Writing:** Students extend their writing skills by moving from Module 1's focus on narrative writing to Module 2's focus on informative writing. In their informative writing, students use many of the narrative writing skills they learned, such as using descriptive language, while developing new skills such as writing introductory paragraphs.

- **Speaking and Listening:** In Module 2, students apply Module 1's focus on how to set speaking goals and track progress. Students learn how to emphasize important points when speaking and to overcome listening barriers when listening, and they track their progress during the module's Socratic Seminars.

Standards

FOCUS STANDARDS

Reading Literature	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Reading Informational Text	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Writing	
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)
Language	
L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2.b	Spell correctly.
L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
L.7.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Speaking and Listening	
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CONTINUING STANDARDS

Reading Literature	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Use an evidence guide to identify important aspects of Ned Begay's Navajo identity in *Code Talker*.	▪ Identify aspects of Navajo culture. ▪ Demonstrate foundational understanding of Ned's Navajo identity.	RL.7.1; L.7.2
2. Write a paragraph that analyzes how a particular aspect of Navajo culture supports Ned Begay over the course of *Code Talker.*	▪ Demonstrate understanding of how Ned's wartime experiences affect his identity. ▪ Write an evidence-based informative paragraph.	RL.7.1, 7.3; W.7.2, 7.4; L.7.1.a, L.7.1.c, L.7.2.b, L.7.3.a
3. In two paragraphs, analyze how Wakatsuki Houston develops two central ideas over the course of *Farewell to Manzanar*.	▪ Demonstrate understanding of how Wakatsuki Houston's experience at Manzanar affected her. ▪ Organize and develop a set of informative paragraphs. ▪ Write an effective introductory paragraph.	RI.7.1, 7.2; W.7.2, 7.4, 7.9; L.7.1.c, L.7.2.b, L.7.3.a

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read chapter 14 of *Code Talker*. Then respond to multiple-choice questions and two writing prompts to demonstrate comprehension.	▪ Demonstrate comprehension of *Code Talker's* World War II setting. ▪ Analyze how Ned's identity develops.	RL.7.1, 7.2, 7.3
2. Read pages 34–41 of *Farewell to Manzanar*. Then respond to multiple-choice questions and write a summary.	▪ Analyze the internment's impact on individual members of the Wakatsuki family. ▪ Analyze the internment's impact on the family unit.	RI.7.1, 7.2; L.7.2.b, L.7.4.a

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Identify which aspects of Navajo culture are significant to Ned Begay at school, and explain and how these cultural aspects impact him.	▪ Demonstrate an understanding of the role Navajo culture plays in Ned's identity.	RL.7.1, 7.3; SL.7.1, 7.6
2. Analyze the themes and central ideas of *Code Talker*.	▪ Demonstrate an understanding of key ideas about Ned's wartime experience.	RL.7.1, 7.2; SL.7.1, 7.4, 7.6
3. Compare and contrast Jeanne Wakatsuki Houston's wartime experience with Ned Begay's.	▪ Demonstrate an understanding of how World War II affected Jeanne Wakatsuki Houston and Ned Begay.	RL.7.1; RI.7.1, 7.3; SL.7.1, 7.6

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
Write an informative essay that analyzes World War II's effect on either Ned Begay or Jeanne Wakatsuki Houston. Revise the essay based on feedback.	▪ Introduce a topic clearly, summarizing the individual's experience. ▪ Clearly organize ideas and use transitions (through words, phrases, or clauses) to develop the essay. ▪ Include relevant facts, details, and quotations from the text. ▪ Use words and ideas to show knowledge of the topic. ▪ Write in an academic, formal style. ▪ Provide a conclusion that builds off of and supports ideas. ▪ Use precise and concise language. ▪ Spell correctly.	RL.7.1, 7.3; RI.7.1, 7.3; W.7.2, 7.4, 7.5, 7.9; L.7.2.b

Vocabulary Assessments*	Elements that Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic.	L.7.6

---

* While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

	Focusing Question 1: What does being Navajo mean to the protagonist of *Code Talker*?			
	Text(s)	**Content Framing Question**	**Craft Question(s)**	**Learning Goals**
1	"Benjamin O. Davis, Jr." "United We Win" "Americans All"	Wonder What do I notice and wonder about the images, text, and ideas in today's lesson?	Examine Why are the organization and style of an informational text important?	▪ Identify and explain examples of the concepts of *equality* and *marginalization* in "Benjamin O. Davis, Jr." (Handout 1A). ▪ Use the relationships among *marginalization*, *segregation*, and *equality* to better understand each word (L.7.5.b).
2	*Code Talker*, "Listen, My Grandchildren"	Wonder What do I notice and wonder about *Code Talker*?		▪ Identify observations and questions about the introduction to *Code Talker* (RL.7.1). ▪ Analyze academic vocabulary by using context clues and morphology (L.7.4.a, L.7.4.b).
3	*Code Talker*, Chapter 1	Organize What is happening in *Code Talker*?		▪ Analyze character traits of the protagonist of *Code Talker* (RL.7.1, RL.7.3). ▪ Describe the character, setting, and key events in *Code Talker* chapter 1 (RL.7.3). ▪ Use context and the prefix *re–* to analyze target vocabulary, and apply understanding in a brief response (L.7.4.a, L.7.4.b).

Focusing Question 1: What does being Navajo mean to the protagonist of *Code Talker*?				
4	*Code Talker,* pages 5–11, pages 215–218	Organize What is happening in the Author's Note in *Code Talker*?	Examine Why is the organization of ideas in a paragraph important?	■ Identify and arrange influential events in Navajo history based on the *Code Talker* Author's Note (RI.7.3). ■ Identify key aspects of an informational paragraph (W.7.2.a, W.7.2.b, W.7.2.f). ■ Evaluate the impact of the words *bleak*, *brutal*, and *catastrophic* in context to describe Navajo experience (L.7.4.a, L.7.5.b).
5	*Code Talker,* Chapters 2–3	Organize What is happening in *Code Talker*?	Experiment How does writing an effective topic sentence work? Examine Why is being precise and concise important in informative writing?	■ Analyze how Bruchac characterizes the protagonist of *Code Talker* (RL.7.3). ■ Practice writing clear and effective topic sentences for an informative paragraph (W.7.2.a). ■ Examine why precise and concise writing is important in a topic sentence (L.7.3.a).
6	*Code Talker,* Chapters 4–5	Reveal What does a deeper exploration of character, plot, and setting reveal in *Code Talker*?	Experiment How does providing and elaborating on evidence in an informative paragraph work? Experiment How does being precise in informative writing work?	■ Analyze how Ned Begay's traits influence his actions (RL.7.3). ■ Describe and elaborate on evidence in an informative paragraph about Ned Begay (W.7.2.b). ■ Build skill in writing and revising for precision through word choice (L.7.3.a).

Focusing Question 1: What does being Navajo mean to the protagonist of *Code Talker*?				
7 ✔**FQT** ✔**SS**	*Code Talker*, Chapters 1–5	**Know** How does *Code Talker* build my knowledge of Navajo culture, history, and traditions?		▪ Analyze *Code Talker* through a collaborative conversation with peers, drawing on evidence, posing questions, responding to others, acknowledging new information, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Analyze the influence of Ned's Navajo identity on his school experience (RL.7.1, RL.7.3). ▪ Demonstrate understanding of the meanings of and relationship between the words *culture* and *tradition* (L.7.4.d, L.7.5.b).

Focusing Question 2: How does Ned's Navajo identity provide strength during times of challenge?				
	Text(s)	**Content Framing Question**	**Craft Question(s)**	**Learning Goals**
8	*Code Talker*, Chapter 6 "Pearl Harbor and World War II" Images of Pearl Harbor headlines	**Organize** What's happening in these texts?	**Experiment** How does a topic statement or sentence for a summary work?	▪ Identify the important ideas and events of World War II and the Japanese attack on Pearl Harbor that Bruchac develops in chapter 6. ▪ Craft a topic statement and a summary of "Pearl Harbor and World War II" (Handout 8C) (RI.7.2, W.7.2.a). ▪ Apply different meanings of the suffix *–ism* to content vocabulary, and create sentences to demonstrate understanding (L.7.4.b).

	Focusing Question 2: How does Ned's Navajo identity provide strength during times of challenge?			
9	*Code Talker*, Chapters 7–8 Images of Pearl Harbor headlines	Organize What's happening in chapters 7 and 8?		• Analyze how the author develops the central idea of Ned Begay's Navajo identity (RL.7.2). • Demonstrate understanding of target vocabulary in a brief response about the module text (L.7.4, L.7.5.b).
10	"A Beautiful Dawn" *Code Talker*, Chapter 9 and pages 222–223	Wonder What do I notice and wonder about chapter 9?	Experiment How do the structures and styles of different genres (informative vs. narrative) work? Examine Why is formal style important in informative writing?	• Explore the features of different genres by adjusting writing style to a specified genre, task, and purpose (W.7.4). • Explain why using formal style is important in informative writing (L.7.3).
11	*Code Talker*, Chapter 10	Reveal What does a deeper exploration of the events in chapter 10 reveal about the central ideas being developed in *Code Talker*?	Examine Why are transitions important? Examine Why are transitions important in writing?	• Determine central ideas that Bruchac develops in chapter 10 (RL.7.2). • Identify transitional phrases and clauses and explain their function in specific instances (L.7.1.a).
12	*Code Talker*, Chapters 11–12	Reveal What does a deeper exploration of the interactions of plot, setting, and character reveal in chapters 11–12?	Examine Why is it important to emphasize points when speaking? Experiment How do transitional phrases and clauses work?	• Analyze how the setting and plot, specifically school experiences, shape the identity of the protagonist, Ned Begay, in *Code Talker* (RL.7.3). • Use transitional phrases and clauses in writing (L.7.1.a).

Focusing Question 2: How does Ned's Navajo identity provide strength during times of challenge?				
13 ✔NR	*Code Talker*, Chapters 13–14	Organize What's happening in chapters 13–14?		▪ After reading a new chapter, "The Enemies," identify a central idea, describe the development of the central idea, analyze interactions between character and plot, and write a brief summary (RL.7.2, RL.7.3). ▪ Demonstrate understanding of the multiple-meaning target word through the use of context clues, Latin affixes, and dictionaries (L.7.4).
14	*Code Talker*, Chapters 15–17	Distill What are the essential meanings of chapters 15–17?	Experiment How does emphasizing important points when speaking work? Examine Why are introductions and conclusions important? Examine Why are tone and style important in an informative text?	▪ Trace the development of a theme in chapters 15–17 (RL.7.2). ▪ Identify the characteristics of formal tone in informative writing (L.7.3).
15	*Code Talker*, Chapters 18–20	Reveal What does a deeper exploration of plot, character, and setting in chapters 18–20 reveal?	Experiment How do topic statements and evidence work? Experiment How does being concise in informative writing work?	▪ Develop skills in producing focused, informative writing by creating clear topic statements and adding relevant evidence to support topic statements (RL.7.1, W.7.2). ▪ Revise a journal entry to be more concise, eliminating unnecessary words and phrases (L.7.3.a).

Focusing Question 2: How does Ned's Navajo identity provide strength during times of challenge?				
16	*Code Talker*, Chapters 21–23	Organize What's happening in chapters 21–23?	Experiment How does elaborating on evidence work? Examine Why is correctly placing modifiers in my writing important?	▪ Write elaboration sentences to clarify ideas and analyze evidence in an informative paragraph on battle fatigue (W.7.2.b, W.7.4). ▪ Recognize and correct misplaced modifiers (L.7.1.c).
17	*Code Talker*, Chapters 24–26 Photograph of Flag Raising on Iwo Jima, 02/23/1945	Reveal What does a deeper exploration of content, style, and structure reveal in chapters 24–26?		▪ Evaluate Bruchac's content, style, and structure in chapters 24–26 in order to gain a deeper understanding of how authors engage audiences and communicate central ideas (RL.7.2). ▪ Distinguish between the connotations of synonyms, and rank the words to better understand their use (L.7.5.b, L.7.5.c).
18	*Code Talker*, Chapters 27–28 "Navajo Code Talkers"	Organize What's happening in these texts?	Examine Why is the structure of an informative text important? Execute How does one use transitional phrases and clauses?	▪ Analyze central idea in *Code Talker* (RL.7.3). ▪ Use transitional phrases and clauses to produce cohesive informative writing (L.7.1.a).

Focusing Question 2: How does Ned's Navajo identity provide strength during times of challenge?				
19 ✔SS ✔VOC	*Code Talker*, Chapter 29	Distill What is the essential meaning of *Code Talker*?	Execute How do I use effective speaking and listening skills in a Socratic Seminar?	▪ Identify central ideas in *Code Talker*, and discuss their development (RL.7.2). ▪ Engage in a collaborative conversation, drawing on evidence, posing questions, responding to others, acknowledging new information, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Demonstrate understanding of grade-level vocabulary (L.7.6).
20 ✔FQT	*Code Talker*	Know How does *Code Talker* build my knowledge of the importance of identity and culture during times of challenge?	Execute How do I use what I know about writing an effective paragraph to respond to Focusing Question Task 2? Examine Why is using varied sentence structures important when writing informative texts?	▪ Write an informative paragraph analyzing how Ned Begay's Navajo identity sustains him during challenging times (RL.7.1, 7.3; W.7.2, 7.4; L.7.1.a, L.7.1.c, L.7.2.b, L.7.3.a). ▪ Explain how using varied sentence structures can influence a text's fluency (L.7.a.b, L.5.3.a).
21	*Code Talker* *Manzanar from Guard Tower* *Roy Takeno, outside Free Press Office* *School Children*	Wonder What do I notice and wonder about images of Manzanar?	Excel How do I improve my To-SEEC paragraph? Examine Why are subjects important when using participial phrases?	▪ Evaluate to identify areas for improvement and strengthen response to Focusing Question Task 2 (W.7.5). ▪ Formulate questions and observations about three photographs of Manzanar by Ansel Adams (SL.7.2). ▪ Explain why subjects are important when using participial phrases (L.7.1.c).

Focusing Question 3: What did the Wakatsukis experience during World War II, and how did it affect them?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
22	*Farewell to Manzanar*, Chapter 1	Wonder What do I notice and wonder about chapter 1 of *Farewell to Manzanar*?	Examine Why is audience awareness important?	▪ Formulate observations and questions about *Farewell to Manzanar* (RI.7.1). ▪ Explain how Wakatsuki Houston uses background information to inform her audience. ▪ Use root and affix meanings to better understand new words (L.7.4.b, L.7.4.c).
23	*Farewell to Manzanar*, pages 9–13 "Relocation Camps" (Handout 23A)	Organize What is happening in *Farewell to Manzanar* and the informational text "Relocation Camps"?	Examine Why are structure and style in informative writing important? Experiment How does using formal style and tone work?	▪ Summarize key events that took place before, during, and after the Japanese internment (RI.7.2, W.7.10). ▪ Describe how the style and structure of the informational text "Relocation Camps" (Handout 23A), fit its purpose and audience (W.7.2.a). ▪ Revise a personal piece of informative writing to establish a more formal style and tone (L.7.3, L.6.3.b, L.4.3.c).

Focusing Question 3: What did the Wakatsukis experience during World War II, and how did it affect them?				
24	*Farewell to Manzanar*, Chapter 2 "World War II: Internment of Japanese Americans" "Relocation Camps" (Handout 23A)	Organize What is happening in *Farewell to Manzanar* and the internment photographs?	Examine Why are introductory paragraphs in informative essays important? Execute How do I use transitions in writing?	▪ Explain how images by various photographers deepen understanding of the Japanese internment (SL.7.2). ▪ Identify the HIT introduction structure in "Relocation Camps," and evaluate its effectiveness (W.7.2.a). ▪ Identify opportunities for and use transitions in an informative paragraph to produce cohesion (L.7.1.a).
25	*Farewell to Manzanar*, pages 21–34	Reveal What does a deeper exploration of the Wakatsukis's early days at Manzanar reveal?		▪ Analyze the Wakatsukis's experience of the early days of the internment (RI.7.3). ▪ Analyze and clarify the meanings of the words *subordinate*, *communal*, and *integrated* and their affixes (L.7.4, L.7.5.b).
26 ✔NR	*Farewell to Manzanar*, pages 34–41, pages 61–64	Organize What's happening in *Farewell to Manzanar*?	Experiment How does using varied sentence structures work?	▪ Summarize how the internment changed the Wakatsuki family unit (RI.7.2). ▪ Use varied sentence structures to create fluency in writing (L.7.1.b, L.5.3.a).
27	*Manzanar from Guard Tower* *Roy Takeno, outside Free Press Office* *School Children*	Reveal What does a deeper exploration of line, shape, and value reveal in Adams's photographs?		▪ Analyze the elements and principles of art in Ansel Adams's Manzanar photography (SL.7.2, W.7.10). ▪ Use context and knowledge of the suffix *-ic* to explore the meaning of target vocabulary, and apply understanding of those words to art analysis (L.7.4.a, L.7.4.b).

Focusing Question 3: What did the Wakatsukis experience during World War II, and how did it affect them?				
28	*Farewell to Manzanar*, pages 71–78, ending at the end of page 78	Reveal What does a deeper exploration of the Loyalty Oath reveal in *Farewell to Manzanar*?	Examine Why are style and tone important? Execute How do I use a formal style and tone in informative writing?	▪ Analyze the effect of the Loyalty Oath on the Wakatsukis (RI.7.3). ▪ Rewrite an informal diary entry as a formal informative paragraph (L.7.3, L.6.3.b, L.4.3.c).
29	*Farewell to Manzanar*, pages 113–114, pages 142–149, pages 167–176	Distill What are the central ideas of *Farewell to Manzanar*'s concluding chapters?	Experiment How does adjusting style and tone work?	▪ Analyze how central ideas are developed through Jeanne's adulthood visit to Manzanar (RI.7.2). ▪ Adjust style and tone to suit purpose and audience in a short writing piece (W.7.4). ▪ Use the relationships among words to better apply their meaning to a paragraph about *adversity* (L.7.5.b).
30 ✔SS	*Farewell to Manzanar* *Code Talker*	Know How do *Code Talker* and *Farewell to Manzanar* build my understanding of how World War II impacted individuals?	Excel How can I improve my speaking and listening skills in a Socratic Seminar? Experiment How does identifying and elaborating on relevant evidence work? Experiment How does modifier placement work?	▪ Engage in a collaborative conversation, drawing on evidence, posing questions, responding to others, acknowledging new information, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Analyze how two central ideas about internment are developed over the course of *Farewell to Manzanar* (RI.7.2). ▪ Incorporate modifying phrases and clauses into a sample text (L.7.1.c).

Focusing Question 3: What did the Wakatsukis experience during World War II, and how did it affect them?				
31 ✔FQT ✔VOC	*Farewell to Manzanar* *Manzanar from Guard Tower* *Roy Takeno, outside Free Press Office* *School Children*	Distill What are the central ideas of *Farewell to Manzanar*?	Execute How do I use the To-SEEC paragraph structure to respond to Focusing Question Task 3? Experiment How do introductions work?	▪ Write an informative response analyzing the development of two central ideas over the course of *Farewell to Manzanar* (RI.7.2, W.7.2, W.7.4, W.7.9). ▪ Apply understanding of an effective introductory paragraph by drafting an introductory paragraph for an informative essay related to the Focusing Question Task topic (W.7.2.a). ▪ Demonstrate understanding of grade-level vocabulary (L.7.6).

Focusing Question 4: How did World War II affect individuals?				
	Text(s)	**Content Framing Question**	**Craft Question(s)**	**Learning Goals**
32 ✔EOM	*Farewell to Manzanar*	Know How does the model build my knowledge of informative essay elements?	Examine Why are certain elements important in writing a successful informative essay? Experiment How do conclusions work?	▪ Analyze a model informative essay to identify the elements of a successful EOM Task response. ▪ Apply understanding of an effective conclusion paragraph by drafting a conclusion paragraph for an informative essay related to the Focusing Question Task topic (W.7.2.f).
33 ✔EOM	*Farewell to Manzanar* *Code Talker*	Know How do the core texts build my knowledge of World War II?	Execute How can I use evidence to support my ideas in an organized informative essay plan?	▪ Identify and organize evidence to plan an essay demonstrating World War II's impact on an individual from a core text (W.7.2.a, W.7.2.b).

Focusing Question 4: How did World War II, affect individuals?				
34 ✔EOM	*Farewell to Manzanar* *Code Talker*	Know How do the core texts build my knowledge of World War II?	Execute How can I use the elements of strong informative writing in my own informative essay?	▪ Draft an informative essay that explains how World War II affected an individual from a core text (W.7.2, W.7.4, W.7.9).
35	*Farewell to Manzanar* *Code Talker*	Know How do the core texts build my knowledge of World War II?	Excel How do I improve my informative essay? Excel How do I improve my writing to show command of English grammar, language conventions, and vocabulary?	▪ Evaluate informative essay drafts to provide peer feedback, and revise the EOM Task response (W.7.5). ▪ Revise the EOM Task response to improve grammar and language conventions and show an understanding of module vocabulary (L.7.1, L.7.2, L.7.4).