

Literacy and the Law

Lesson Title: Lesson 1: Journey to Topaz: Reading for Understanding



Context of the lesson within the project: This first long term lesson involves the reading of the book, *Journey to Topaz*, by Yoshiko Uchida. Multiple reading, speaking and listening standards can be met through the use of a Concept Analysis resource, discussion circles, and journal writing. Specific standards can be used as a focus from the anchor standards and for Grades 6-12, and Reading Standards for Literacy in History/Social Studies 6-12. Some ideas and resources are suggested in order for students to meet these standards.

College and Career Readiness Anchor Standards for Reading K-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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Suggested K-12 Pathway for College, Career, and Civic Readiness

Dimension 2, Participation and Deliberation

By the end of Grade 5:

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.9.3.5. Use deliberative processes when making decisions or reaching judgments as a group.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

By the end of Grade 8:

D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.

D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

By the end of Grade 12:

D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.

D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Essential Questions:

What is justice?

Is civil disobedience ever justified? Explain.

In what ways do people react to race and differences between one another?

Objective(s):

Students will read *Journey to Topaz* and make logical inferences, cite specific evidence, and support conclusions from the events in the book.

Students will determine central theme of fear, and support their understanding with details and analysis of events over time.

Students will address craft and structure by interpreting language, analyzing structure of the text, and assessing how point of view shapes the content of this text.

Students will evaluate the content verbally, and in written form through journals.

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Students will evaluate and provide arguments for the reasoning of some of the action taken in the text, including the sufficiency of evidence in the form of primary sources provided.

Assessment: This objective will be assessed through teacher observation of small and large group discussion, and analysis of journal entries.

Rubric

Quality Criteria:	Absolutely!	Almost!	Not Yet!
Active and productive engagement in discussion with ability to analyze specific evidence and support conclusions			
Determines central theme with support and analysis of events			
Interprets language and analyzes structure of text and how it shapes content			
Evaluation of content verbally and through journals, providing arguments for action taken in the text including how they relate to presented primary sources			

Materials and Resources Needed: Books, Journey to Topaz, Yoshiko Uchida (again, an upper grade should consider many of the same learning activities using Return to Manzanar, Houston and Houston. Writing Journals. Reading Guide: Teacher's overview of main themes of the novel.

Learning Activities:

1. Hook: Ask the students to close their eyes and imagine someone coming into the classroom right now and telling us we had to leave the school. Room _____ is not a class at our school that is to be trusted. We will have to go to the cafeteria until the principal decides what to do with us. We are considered a threat to the rest of the school because we are all members of room _____. We can only leave with a few items; there is no room for our books or our class (lizard, or whatever). We may not take any of our projects.

Ask students how this would make them feel? After some discussion, ask the students if they have ever heard of a Japanese Internment Camp? Tell them that if they do not know now, they will be discovering much more about internment camps and an event worse than what we just imagined truly happened in California, very close to home, through the reading of this book.

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2. As you provide time for reading, discussion and journal writing, the Reading Guide provided may be helpful for Journey to Topaz to help guide questioning, and lead students to an understanding of the learning objectives.
3. Use primary sources such as those below to enhance reading discussion ~ they are actual photos of the internment camp, portrayed in the story and can add considerably to understanding.
<http://www.topazmuseum.org> (this museum provides facts, history, interactive map, museum of camp.
4. **Closure:** Each day of reading review, themes from reading should be reinforced.

Examples of some of the primary sources available:



Internees arrive at Topaz with what they could carry.

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Gardens were a means of maintaining some semblance of normalcy.