

# The Bracelet

## Overview

This lesson provides additional background knowledge about the Japanese American concentration camp experience during World War II. Through a second picture book, *The Bracelet*, students can further glimpse the experience through another character's viewpoint. Lesson activities are designed to help students identify main events, characters and other elements, including conflict resolution in a literary piece, become better acquainted with the history and geographic locations of the Japanese American camps, and reflect further on the unfair treatment of people due to racial discrimination.

## Objectives

Students will be able to:

- Locate the ten Japanese American concentration camps on a thematic map.
- Identify the two Native American reservations that correspond to the Arizona Japanese American concentration camps.
- Illustrate and describe key events of a story in sequence.
- Identify the resolution of a problem or conflict in a plot.
- Describe a character's key traits using textual evidence.

## Essential Question

- What is our responsibility to make sure we respect all people?

## Guiding Questions

- What is a friend?
- How should we treat all people, even if they aren't friends?
- What is wrong with judging people based on race, religion, and culture?

## Arizona State Standards

### Social Studies—Grade 4

#### Strand 1: American History

*Concept 8: Great Depression and World War II*

- PO 4. Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).

#### Strand 4: Geography

*Concept 1: The World in Spatial Terms*

- PO 7. Locate physical and human features in Arizona using maps, illustrations, or images:
  - a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River)
  - b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)

### Reading—Grade 4

#### Strand 1: Reading Process

*Concept 6: Comprehension Strategies*

- PO 4. Use graphic organizers in order to clarify the meaning of the text.
- PO 5. Connect information and events in text to experience and to related text and sources.
- PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

#### Strand 2: Comprehending Literary Text

*Concept 1: Elements of Literature*

- PO 1. Identify the main problem or conflict of a plot.
- PO 2. Identify the resolution of a problem or conflict in a plot.
- PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations)

## Materials

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- Book: *The Bracelet* by Yoshiko Uchida
- Handout: “Japanese Internment Camps in the USA” from History on the Net [http://www.historyonthenet.com/WW2/japan\\_internment\\_camps.htm](http://www.historyonthenet.com/WW2/japan_internment_camps.htm) (accessed September 5, 2009).
- Map: Japanese American Confinement Sites from the National Park Service [http://www.nps.gov/history/history/online\\_books/anthropology74/images/figure1.1.jpg](http://www.nps.gov/history/history/online_books/anthropology74/images/figure1.1.jpg) (accessed September 5, 2009)
- Map: Native American Reservations of Arizona from the Arizona Geographic Alliance <http://alliance.la.asu.edu/maps/AZ-RES3.PDF> (accessed September 5, 2009)
- “A Friend to All” Student Packet
  - page 6—*The Bracelet* Comprehension Worksheet
  - page 7—*The Bracelet* Story Map
  - page 8—*The Bracelet* Character Map
- Answer Keys
  - page 6A—*The Bracelet* Comprehension Worksheet

## Background

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After the Japanese attack on Pearl Harbor, Executive Order 9066 was signed by President Franklin Delano Roosevelt on February 19, 1942. The terms of the executive order were the removal of 120,000 people of Japanese descent, two-thirds of whom were American citizens, from the west coast. In many cases, Japanese Americans were given less than 48 hours notice to sell their property and leave their homes. They were only allowed to bring the few possessions they could carry.

The U.S. government started the removal process before all the camps had been constructed. Many Japanese Americans were initially imprisoned in temporary facilities called “assembly centers,” housed in abandoned racetracks and fairgrounds. The majority were sent to ten camps located in desolate areas of the United States. Two of the ten camps run by the War Relocation Authority, Poston and Gila

River, were located on Native American reservations in the deserts of Arizona.

The picture book, *The Bracelet*, offers young readers another glimpse of the Japanese American World War II experience through the eyes of seven year old Emi. Prior to departure from her Berkeley, California home, Emi receives a parting gift, a bracelet, from her best friend, Laurie. Emi, her mother, and older sister are sent to live temporarily in the filthy horse stables at the Tanforan Racetrack. Because Emi’s father worked for a Japanese company, he was arrested earlier and sent to a prison in Montana. Emi is devastated when she discovers that she has lost her bracelet, but soon realizes that as long as memories of friendship and family are kept in the heart, they cannot be lost. Emi’s story is based upon the author’s own experience. It embodies both a wrenching account of injustice and an uplifting message of determination amidst adversity.

## Opening

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- Distribute copies of the Handout: “Japanese Internment Camps in the USA” from History on the Net Web site.
- Have students refer to it as you discuss/review events leading up to the U.S. entering World War II, Executive Order 9066, and the confinement of Japanese Americans.
- Distribute copies of the National Park Service maps showing the Japanese American Confinement Sites in the Western U.S. Point out that the map shows only the contiguous states located west of the Mississippi River.
- Refer students to the map’s legend. Ask them to find the symbol used to represent the W.R.A. Camps. (*triangles*) Instruct students to use a yellow highlighter or color pencil to outline all the W.R.A. Camps (triangles) on the map. Ask: “What is the total number of W.R.A. Camps located on the map?” (10)

Tell students that these sites are where the majority of Japanese Americans were sent after Executive Order 9066 was signed and went into effect.

- Have students locate the two camps located in the state of Arizona (*Gila River and Poston*) and outline them in blue highlighter or color pencil. (Note: This should make the Arizona triangles appear green as the students trace over the previous yellow outlines.)
- Distribute copies of the Arizona Geographic Alliance map showing Native American Reservations of Arizona. Explain that both of Arizona's camps were located on Native American Reservations: the Gila River Camp was located on the Gila River reservation while the Poston Camp was located on the Colorado River reservation. Have students locate both these reservations on the map and shade them green.
- Discuss the character Junior from the previous lesson based upon the book, *Blue Jay in the Desert*. Remind students that Junior was sent to the Poston camp located on the Colorado River reservation. Ask students how they would feel if, like Junior, they were forcibly taken from their homes and sent to a new place. Explain that they are going to learn about another young Japanese American, a seven year old girl named Emi, who experienced something similar to Junior during World War II. Her story will be read in the book called *The Bracelet*.

### Activities—Day 1

- Before reading *The Bracelet*, instruct students to open their “A Friend to All” Student Packets and turn to *The Bracelet* Comprehension Worksheet on page 6. Instruct students to answer the first two questions about gift giving to friends and moving.
- Preview the post reading questions with the students by reading them aloud with the class. Tell students to listen for the answers to these questions as you proceed with a teacher read-aloud of the book, *The Bracelet*.
- After the teacher read-aloud, instruct students

to write down their answers to the rest of the questions on the Comprehension Worksheet. Allow for a quick discussion of students' answers regarding Emi's story.

- Direct students to complete page 7—*The Bracelet* Story Map in their Student Packets. Explain that each of the four squares in the Story Map should have a short sentence explaining a major event in the story and a drawing to illustrate that event. The events should be in sequential order and align with the labels: first, next, then, and finally. The last square should focus on *how* Emi solved her problem (her sadness over losing the bracelet). Explain that the last square is also known as the resolution of a problem and that many stories end this way.
- Next instruct students to turn to page 8—*The Bracelet* Character Map in the Student Packet. Instruct students to draw a picture of Emi in the middle of the page. Around the drawing of Emi, they should write descriptive words that tell about:
  - her feelings
  - who her friends are
  - where she lives
  - what she says

### Closing

- Have students discuss insights gained about the Japanese American experience by sharing their Story and Character Maps created for *The Bracelet*.
- Present the following discussion question: “What is wrong with judging people based on race, religion, or culture?”

### Extensions

- For another point of view of life in a Japanese American concentration camp, have students watch the slideshow: *In the Shadow of My Country: A Japanese American Artist Remembers*, featuring artwork by Roger Shimomura who, at age 3, was in the camp in Minidoka, Idaho. Slides are accompanied by excerpts

of his grandmother’s diary, full of memories of the family’s camp.

The slideshow can be found at Denshō: The Japanese American Legacy Project Web site: <http://www.densho.org/learning/shadow/module/shadow.html> (accessed September 5, 2009)

In the Shadow of My Country: A Japanese American Artist Remembers, also has a downloadable Teacher Resource Guide <http://www.densho.org/learning/shadow/shadow-TRG-en.pdf> (accessed September 5, 2009)

## References

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- “Japanese Internment Camps in the USA” from History on the Net [http://www.historyonthenet.com/WW2/japan\\_internment\\_camps](http://www.historyonthenet.com/WW2/japan_internment_camps) (accessed September 3, 2009).
- Map: Japanese American Confinement Sites from the National Park Service [http://www.nps.gov/history/history/online\\_books/anthropology74](http://www.nps.gov/history/history/online_books/anthropology74) (accessed September 3, 2009).
- Map: Native American Reservations of Arizona from the Arizona Geographic Alliance <http://alliance.la.asu.edu/maps/AZ-RES3.PDF> (accessed September 3, 2009).