

Prisoner in My Homeland Curriculum Overview

	PROLOGUE & PART 1: Today, December 1941, April 1942		PART 2: August 1942			PART 3: October 1942		EPILOGUE 1942 - today	
PLAYING Time	40-50 minutes		20-25 minutes			35-40 minutes			
Activities Time	45 minutes		60 minutes			90 minutes			
Suggested Teaching Sequence	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
<i>Planning is based on 45-minute classes. Please adjust accordingly.</i>	PLAY Prologue and Part 1 (including Exit Ticket) Complete Decision Tracker while playing.	Complete Mission Reflection Class Discussion Complete Document Analysis	PLAY Part 2 (including Exit Ticket) Complete Decision Tracker while playing.	Complete Mission Reflection Class Discussion	Complete Document Analysis Class Discussion	PLAY Part 3 and the Epilogue (Optional) Continue to use Decision Tracker while playing	Complete Decision Tracker Reflection Class Discussion	Start Document-based Writing and Discussion Activity	Complete Document-based Writing and Discussion Activity Class Discussion
Activities <i>A Teacher Guide is provided for each handout that includes tips for classroom implementation. The activities can be completed independently, in small groups, or as a full class. A handout is provided for each activity.</i>	<u>Arrival at Manzanar</u> Mission Reflection (15 minutes): Students reflect on Henry and his family’s experiences learning to live in a prison camp. Document Analysis (30 minutes): Students analyze photographs of life in Manzanar taken by two different people (Dorothea Lange and Ansel Adams) and discuss how the photos reveal the photographer’s perspective and purpose.		<u>Living Under Suspicion</u> Mission Reflection (15 minutes): Students reflect on Henry’s experience balancing school, social, and family life in Manzanar. They analyze Henry’s responses to different ideas about what it means to be a “loyal” American. Document Analysis (45 minutes): Students closely read an essay by Kaizo Kubo, who was a high school junior in the Poston prison camp when he wrote it. They identify and share sentences or phrases that capture the essence of Kubo’s description of life in the camp.			<u>Do I Take the Loyalty Oath?</u> Decision Tracker Reflection (30 minutes): After gameplay, students review the priorities they set and the decisions they recorded on their Decision Tracker . Then they reflect on the complexity of decision-making and the importance of historical empathy. Document-based Writing and Discussion Activity (60 minutes): Students analyze and summarize multiple documents in which Japanese Americans explain their approach and responses to Questions 27 and 28 on the government questionnaire. Then students write three short paragraphs describing the range of rationales Japanese Americans had for responding <i>yes</i> , <i>no</i> , or <i>refuse to answer</i> to the loyalty questions.			
Game Decision Tracker	Students record decisions they make as Henry throughout the game, and then reflect on how those decisions relate to the following five values: Family Matters, Seek Independence, Build Community, Support the Government, and Question Authority.		Students choose a value to prioritize (Family Matters, Seek Independence, Build Community, Support the Government, and Question Authority) <i>before</i> playing. Then they record 2-3 decisions they made while playing and reflect on			Optionally, students repeat the same process from Part 2. Students complete the Decision Tracker Reflection.			

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		what made it easy or hard to put their chosen value into action.		
Guiding Question(s)	<p>What was it like for Japanese Americans to live, work, and go to school in prison camps like Manzanar?</p> <p>How did Japanese Americans cope with and resist their imprisonment during World War II?</p>	<p>What was it like for Japanese Americans to live, work, and go to school in prison camps like Manzanar?</p> <p>How did Japanese Americans cope with and resist their imprisonment during World War II?</p>	<p>How did Japanese Americans cope with and resist their imprisonment during World War II?</p> <p>How did Japanese Americans respond to the government's demand that they take a "loyalty oath" to the United States?</p>	
Story	<p>Present Day: Henry's granddaughter Maya discovers his diary, in which he tells his family's history.</p> <p>December 1941: Henry experiences an ordinary day on Bainbridge Island (the day before the attack on Pearl Harbor).</p> <p>Maya and Great Aunt Lily recount the attack on Pearl Harbor and its impact on Japanese Americans. Henry's father is arrested and sent to a DOJ camp in New Mexico. Executive Order 9066 triggers the forced removal and incarceration of Henry, his mother, and his sister (along with tens of thousands of other Japanese Americans).</p> <p>April 1942: Henry, his mother, and his sister are sent to Manzanar. Henry helps his family adjust to spartan conditions and new neighbors. Henry meets the Yamamoto family (including Meiko, a daughter his age), the Terminal Islanders (including Tadashi), and Harry Ueno, a historical figure who is trying to improve camp conditions.</p> <p>As the months wear on, Henry gets a job and prepares for the opening of school.</p>	<p>November 1942. Henry writes to his father, who is still in New Mexico. It's getting cold in Manzanar and there is still no heat in the Manzanar "high school" barrack. Henry is confronted with different approaches to being a "loyal American." He must also choose between focusing on his studies or investigating missing rations. Just before Thanksgiving, Henry's father suddenly returns but has trouble adjusting to camp life. Can Henry help him? And should he ask Meiko to the big dance?</p> <p>At the dance, Tadashi bursts in with news of Harry Ueno's arrest.</p>	<p>February 1943: Several months after Harry Ueno's arrest, the subsequent riot at Manzanar, and its aftermath, the Tanaka family has to respond to a series of events: A proposed move to a new camp, the formation of the 442nd all-Japanese battalion, and the so-called Loyalty Questionnaire. Henry must decide how he feels about looming military service. How will he answer the Questionnaire, including the infamous questions #27 and #28?</p> <p>Henry's choices have consequences. Based on his final set of badges and his answers to the Questionnaire, he will experience one of four paths (resistance, enlistment, the draft, college) each with many unique moments.</p> <p>In the end, Henry will have a son, who is the father of Maya, the modern-day narrator. In the second part of the Epilogue, Maya and Great Aunt Lily will narrate the decades-long effort to seek justice and reparations from the government.</p>	

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Historical Thinking Skills	Historical empathy through understanding multiple perspectives, contextualization, historical cause and effect			