

**Guiding Question:** How did Japanese Americans cope with and resist their imprisonment during World War II?

**Decision Tracker**

As you play the Prologue and Part 1 as Henry, think about the many decisions you make and which ones feel most consequential. Record at least one decision you made in each of the following situations in the Prologue and Part 1.

What did you do, and why?		What happened, or may happen, as a result of this decision?
...When you chose between baseball, judo, or studying		
...When you chose a job to apply for at Manzanar		
...When you spent your first job earnings		
Add your own:		

Which of the following values connect most strongly with one or more of the decisions you recorded above?

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|--|--|---|---|--|
| <b>Family Matters</b><br><i>Put the family first and follow your parents' guidance</i> | <b>Seek Independence</b><br><i>Be your own person and pursue your own priorities</i> | <b>Build Community</b><br><i>Cope with your imprisonment by trying to improve living conditions at Manzanar</i> | <b>Support the Government</b><br><i>Support the war effort and prove your loyalty</i> | <b>Question Authority</b><br><i>Question the government's intentions and resist its unjustified programs</i> |
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Circle a value and then explain how it connects to a decision you recorded above.

**Time:** At least 20 minutes

**Instructions**

**Making Decisions as Henry Tanaka**

Explain to students that as they play *Prisoner in My Homeland*, they will be asked to make many choices that will determine the outcome for Henry, the character they are playing. They can choose what type of person they want their Henry to be through the choices they make. Part of the fun and value of role-playing games is the ability to take on different personalities and explore different options.

Assure students that there are no right or wrong answers and that it is fine to make choices that may be considered risky or bold. Explain that the process of thinking about different choices and their possible outcomes can help them to gain empathy—an understanding of the feelings of others—especially for historical characters. Ask students to consider how Henry, as a Japanese American enduring imprisonment during World War II, may make different decisions than young people today.

**Introduce the Decision Tracker**

Ask students to record their progress as they play the Prologue and Part 1 on this **Decision Tracker** (later sections of the game have different Decision Tracker handouts). They should identify at least one decision they make in

**Prisoner in My Homeland** Prologue and Part 1 **Teacher Guide**

	<p>each of the situations listed on the handout. They should make a short note whenever they make a key decision, pausing to think about the following:</p> <ul style="list-style-type: none"><li>• Why are they making that choice?</li><li>• Is this the choice they themselves would make, or a decision they think a Japanese American teenager in 1940s America would make?</li><li>• How might Henry’s gender, culture, age, and other aspects of his identity shape the choices students make for him?</li><li>• What happened as a result of the decision?</li></ul>
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