



#9649

THE BRACELET

HUMAN RELATIONS MEDIA, 2000

Grade Levels: K-5

26 minutes

3 Instructional Graphics Enclosed

DESCRIPTION

A teacher reads the story of Emi, a Japanese American girl who is forced to move with her family to an internment camp during World War II. After she loses the bracelet her best friend gave her, Emi realizes she can remember Laurie in her heart. Class discussion and activities follow this story by Yoshiko Uchida. Mixes book illustrations and real photos of internment camps.

ACADEMIC STANDARDS

Subject Area: United States History - Era 8 - The Great Depression and World War II (1929-1945)

- ★ Standard: Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs
 - Benchmark: Understands events on the U.S. home front during World War II (e.g., economic and military mobilization; the internment of Japanese Americans and the implications for civil liberties) (See Instructional Goal #1.)

INSTRUCTIONAL GOALS

1. To illustrate how Japanese-Americans were put in internment camps during World War II.
2. To explore the feelings and experiences of Japanese-Americans during World War II.

BACKGROUND INFORMATION

During World War II, 120,000 Japanese-Americans were imprisoned in specially made camps enclosed by barbed wire for the duration of the war. Two-thirds of these men, women, and children were American citizens by birth.

VOCABULARY

- | | |
|----------------|----------------------|
| 1. abandoned | 8. Japanese-American |
| 2. barbed wire | 9. linoleum |
| 3. barrack | 10. loyal |
| 4. bayonet | 11. prison camp |
| 5. F.B.I. | 12. solemnly |
| 6. government | 13. stable |
| 7. guard tower | 14. race tracks |

BEFORE SHOWING

1. Locate the following places on a map of the world: Japan, the United States, Montana, California, San Francisco, and Berkeley.
2. Discuss war. How do wars affect people? Why were America and Japan at war?

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video after the story is read.
 - a. Why was Emi so sad? Where had Papa gone? Why?
 - b. Why did Laurie visit Emi?
 - c. What did the bracelet mean to Emi at the beginning, middle, and end of the story?
 - d. Why were soldiers at the center where Emi, Mama, and Reiko were first sent?
 - e. What did Mama do to be helpful when Emi lost her bracelet?
 - f. What do the red sweater, the bracelet, and Papa have in common?

AFTER SHOWING

1. Make a story map. List the characters, the setting, and the problem.
2. Create a story flip page using six pieces of paper. See the video for an example.
 - a. Staple two pieces of paper together. Label the top sheet *Beginning*. On the bottom paper write what happened at the beginning of the story.
 - b. Do the same for the *Middle* and the *End*. Draw a beginning-middle-end chart
3. Make a feelings wheel. Draw a circle. Put the word *feelings* in the middle of the circle. Write how each character felt. Draw a picture to show each character's feelings.
4. Draw a circle story map. Divide the circle into three parts. Label the parts: *problem*, *characters*, and *setting*. Draw pictures or write descriptions in each section.
5. Create a magic book. (See Instructional Graphics.)
6. Make a slide show. (See Instructional Graphics.)
7. Make a macaroni friendship bracelet. (See Instructional Graphics.)
8. Research Japanese-Americans being sent to internment camps during World War II.
 - a. Why were Japanese-Americans sent to camps?
 - b. What were the conditions of the camps?
9. Interview students, parents, teachers, and other staff members.
 - a. How would you feel if you had to pack and move in two days to an unknown place?
 - b. What would you take if you only had two suitcases? Why would you take those things?
 - c. What would be the hardest thing to leave behind?

RELATED RESOURCES



Captioned Media Program

- [Interactions #9777](#)



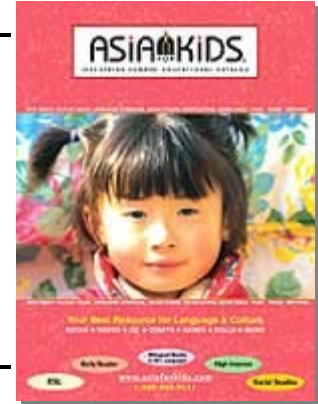
World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• ASIA FOR KIDS RESOURCES

<http://www.afk.com/resources/index.tpl?&cart=1059530497120545>

This site has information and activities for students, parents, and teachers including printable graphics, recipes, country facts, and descriptions of festivals. Look under Resources in the left-hand menu.



• DIGITAL EXHIBITS OF THE JAPANESE NATIONAL MUSEUM

<http://www.janm.org/events/digital.htm>

This subsite of the Japanese National Museum includes letters and art work from internment camps in addition to further links.



• JAPANESE-AMERICAN INTERNMENT CAMPS

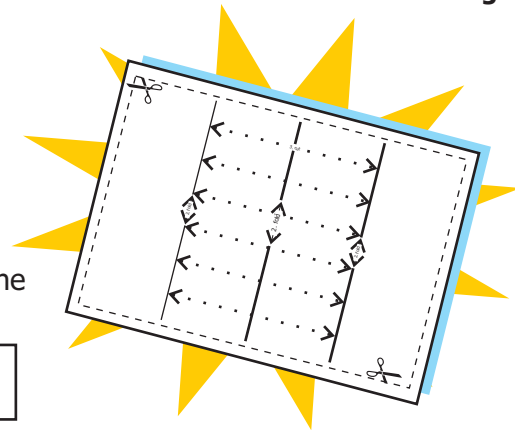
<http://www.lib.utah.edu/sp c/photo/9066/9066.htm>

Includes photographs and historical text documenting the internment of Japanese-Americans during World War II.

INSTRUCTIONAL GRAPHICS

- MAGIC BOOK
- SLIDE SHOW
- MACARONI FRIENDSHIP BRACELET

Magic Book

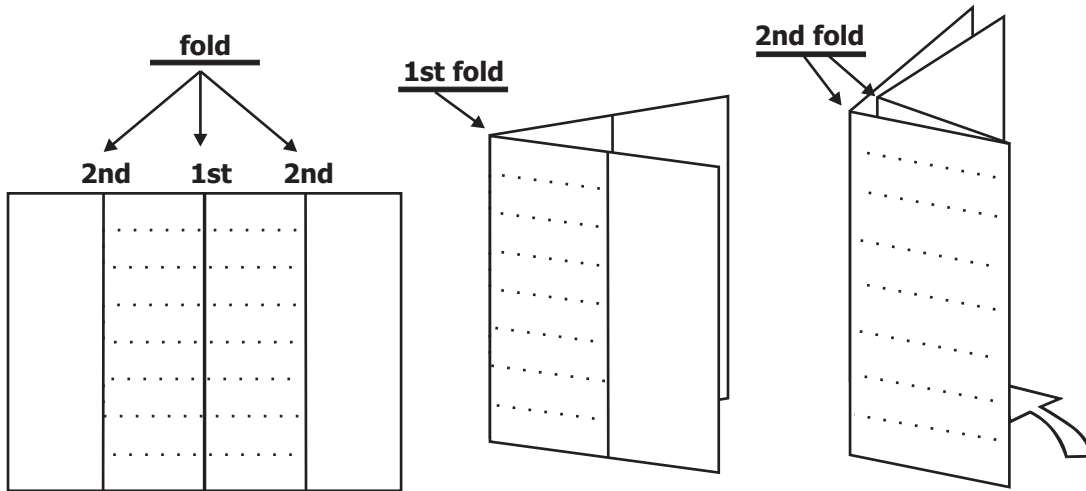



Directions:

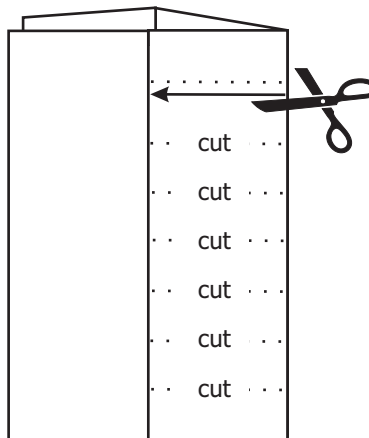
1. Go to page 4 and cut on the long dash line to start a "magic book".



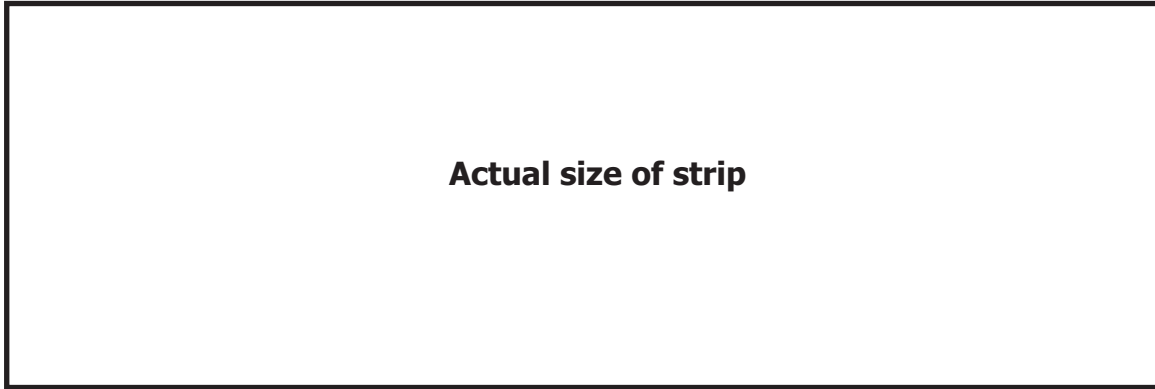
2. Fold the "book" in half on the solid lines. Then fold it in fourths. Tip: To make the folds flexible, fold them over and over again until they are soft.



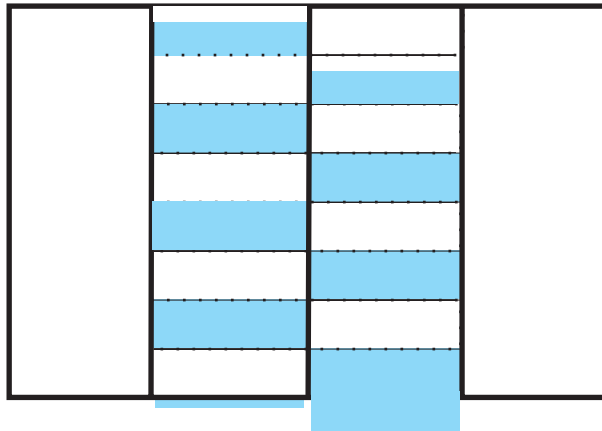
3. Fold it in half where you can see the dotted line . Cut on the dotted lines up to the solid line.



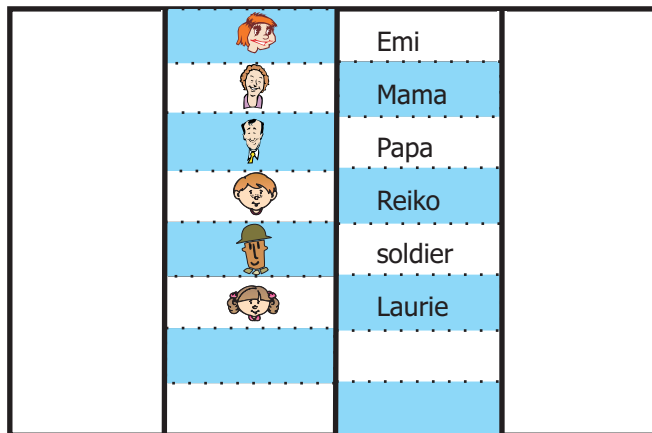
- 4. On any colored paper, cut two strips. Each strip should measure 6 inches wide and 2 inches high.



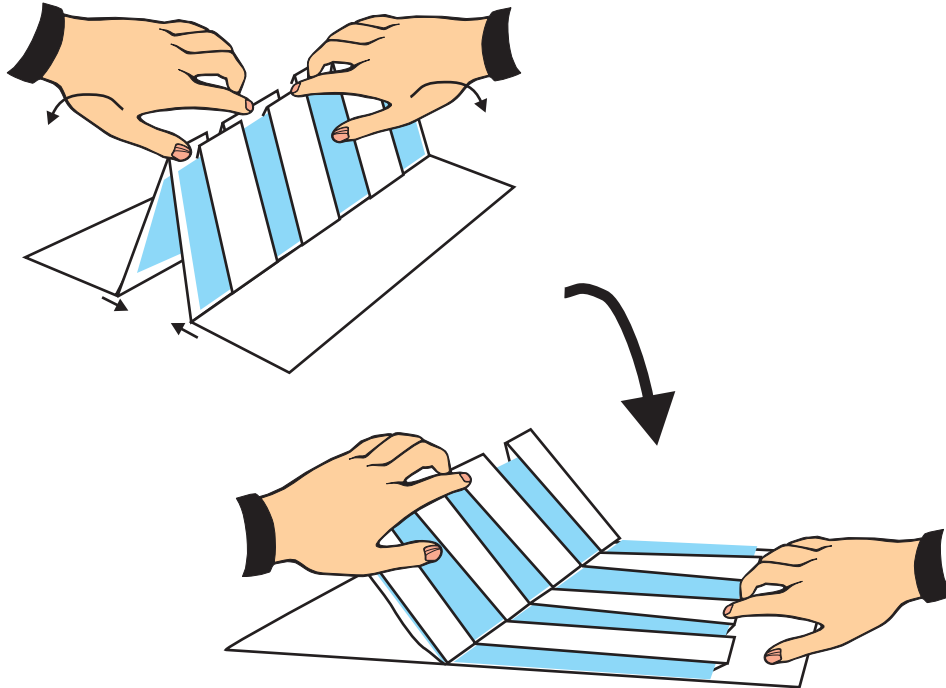
- 5. Weave strips between cuts as shown on right.



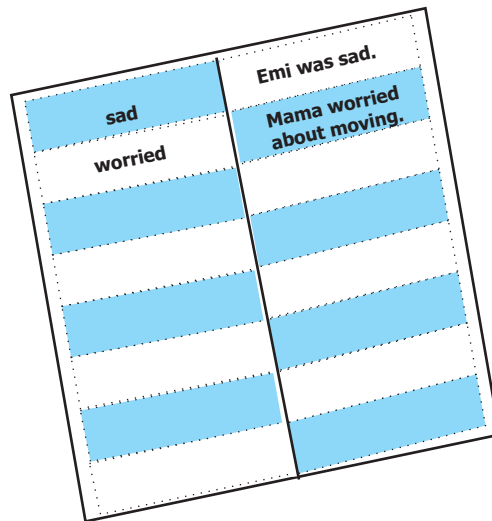
- 6. Draw a character from the story on the left and write his/her name on the right. See sample below.

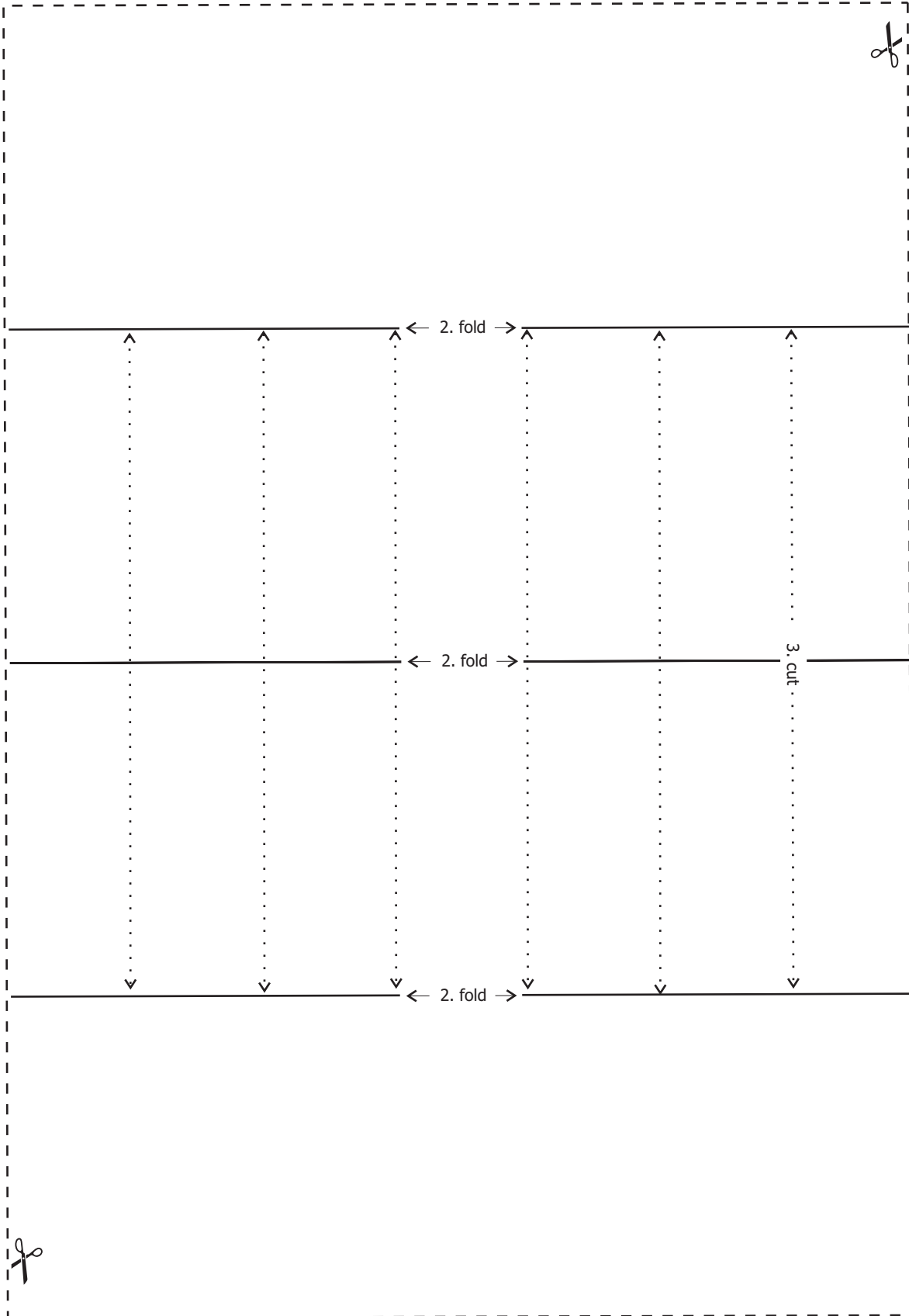


- 7. Place the "book" in a tent shape as shown below. Create the pages of the book by gently pulling apart the top of the "tent" between the two woven strips of paper. Press the sides down.



- 8. On the opened side, write a feeling on the left and a sentence about it on the right.







Slide Show

Directions:

1. Cut out the two paper strips shown below.
2. On the strip with the heading, "The Bracelet", carefully cut on the two dotted lines, making two slits.
3. On the longer of the two strips, illustrate three scenes from the story, placing one scene in each square frame. This strip will then be threaded through the two slits in the shorter strip of paper.
4. The strip containing the illustrations is threaded from the back, through the slit on the left side, then back through the slit on the right side, so that one illustration frame at a time is revealed when the strip of frames is pulled through the slits.
5. Write a description of each scene in the slide show. Create longer slide shows by illustrating additional strips of paper.

<i>The Bracelet</i>			by Yoshiko Uchida
			

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Macaroni Friendship Bracelet

Materials:

1/4 - 1/2 cup rubbing alcohol
food coloring
small macaroni noodles
container for shaking
newspaper
elastic string/cord
tape



Directions:

1. To dye the macaroni noodles, mix rubbing alcohol with a few drops of food coloring in a milk carton, can, or other container.
2. Add the noodles.
3. Shake and let the noodles soak for a few minutes until achieving the desired color; then pour off the excess liquid.
4. Spread the noodles on a newspaper to dry. The noodles dry quickly and do not stain fingers when touched.
5. Students will string the noodles on elastic string or cord to make their bracelets. A piece of tape at one end of the string will prevent the noodles from falling off as they are strung. Another piece of tape can be used to make a "needle" at the other end of the string to make it easier for students to string the noodles.
6. Students are encouraged to give their bracelets to their friends, so that they can identify with the actions of the characters in the story.