

IN SEARCH OF NO-NO BOY: CLASSROOM EDITION

High School Assignment – Constitutional Issues

(1) Review Materials	With your instructor, review the information, discussion questions and writing assignments in the three lessons: <i>A Search for Identity</i> , <i>One Path to Loyalty?</i> , and <i>Metaphors for the Camp Experience</i> .
(2) Select a Character	Take the role of a character from the novel <i>No-No Boy</i> . Remember that the story of <i>No-No Boy</i> is an allegory for the experiences of Japanese Americans incarcerated during World War II and that each of the characters in the novel represents a Japanese American reaction to the experience in the camps.
(3) Persuasive Paper	Write a persuasive paper from your character's point of view. This project can take several forms: an essay, newspaper editorial, or a script for a play or documentary. See the checklist on the next page.
(4) Framing Questions	Address these framing questions in your paper or presentation: (a) <i>What is your character's reaction to their experience in the camps?</i> (b) <i>How is your character trying to come to grips with a country that doesn't seem to want him or her?</i> (c) <i>Why are the experiences of Japanese Americans incarcerated during World War II relevant today?</i>
(5) Propose a solution	Key concept: how does your character respond to the following statement? When your country is at war, how far can you pursue your Constitutional rights without threatening the common good? For instance: (a) <i>What is the personal price of insisting on your rights?</i> (b) <i>What is the price to our society of suspending the civil liberties of some?</i> (c) <i>When do we consider the effect of our actions on our families and immediate community?</i> Support your position with three or more reasons, supported with accurate evidence from your research.
(6) Research	Make at least two references to democratic ideals and/or constitutional principles . Explain (1) the connection between the two principles and (2) how they apply to the character in the novel. Make at least two references to the Constitution (U.S. or Washington State) and explain how they apply to the character in the novel. Use at least two references from the novel and/or the documentary to support your interpretation of the character. Use information from at least two court cases to show how the issues of citizen and civil rights remain open to interpretation. See the <i>Resources</i> for examples.
(7) Presentation	Prepare for a presentation in which you will read your character's dialogue in a scene from <i>No-No Boy</i> with two or more other students. Illustrate the reading with three or more visuals from the documentary and/or your research.

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CHECKLIST

INQUIRY, READING FOR INFORMATION, ORGANIZATION

___ I selected a subject for this project.

___ I selected a method to approach this project (essay, editorial, script, or...?)

___ I have reviewed and understand the vocabulary required for this assignment.

___ I researched background information, found a variety of credible sources, and have double-checked my sources to make sure they are accurate and valid.

___ I have made at least **two references to democratic ideals and/or constitutional principles**. I have explained (1) the connection between the two principles and (2) how they apply to the character in the novel.

___ I have made at least **two references to the Constitution** (U.S. or Washington State) and explain how they apply to the character in the novel.

___ I have made at least **two references from the novel and/or the documentary** to support my interpretation of the character.

___ I have used information from at least **two court cases** to show how the issues of citizen and civil rights remain open to interpretation. See the *Resources* for examples.

WRITING AND SYNTHESIS

___ I have selected a Guiding Question/Thesis Statement to direct my writing.

___ I have addressed these framing questions: (a) *What is your character's reaction to their experience in the camps?* (b) *How is your character trying to come to grips with a country that doesn't seem to want him or her?* (c) *Why are the experiences of Japanese Americans incarcerated during World War II relevant today?*

___ Key concept: I have addressed how the character responds to this statement: *"When your country is at war, how far can you pursue your Constitutional rights without threatening the common good?"* I have supported my position with **three or more reasons**, supported with accurate evidence from my research.

___ I have written a draft of my paper.

___ I have revised and edited my work.

___ I have cited my sources and using an APA or MLA style.

___ I have created an annotated bibliography (title, author, publisher, date, short description of how each source was useful)

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GROUP FORUM

*Use your research about character(s) from **No-No Boy** to create a dramatic reading of a scene from the novel.*

___ I have met with at least two other students to prepare a **presentation**. *(If the scene has only two people, one person can read the role of the narrator and/or "set the stage" for the presentation.)*

___ I have collaborated with other students to present a scene from the novel in which we will read our character's dialogue.

___ I have included three or more video clips from the documentary and/or still photographs to illustrate the presentation.

___ I have rehearsed the scene reading with the group before the presentation.

IN SEARCH OF NO-NO BOY: CLASSROOM EDITION

Rubric: High School Assignment, Constitutional Issues

Civics/Constitutional Issues, Grade 10

Guiding Question (Challenges to Democracy and Human Rights, 1900-present): What are the implications of different definitions of human rights and civil rights? How does this relate to our democratic ideals and how does it involve rights and responsibilities? (page 12)

EALR: <u>Social Studies: Inquiry and Information Skills 1.1.3f</u>	Excellent (4)	Proficient (3)	Partial (2)	Minimal (1)
<i>Creates a product that uses social studies content to support a thesis and present in an appropriate manner to a meaningful audience.</i>	Presents a clearly stated, plausible position on the issue with three or more reasons for this position, explicitly supported by accurate evidence.	Presents a clearly stated, plausible position on the issue with two reasons for this position, explicitly supported by accurate evidence.	Presents a clearly stated, plausible position on the issue with one reason for this position, explicitly supported by accurate evidence.	Presents a position on the issue with no reasons and no accurate evidence or support.

EALR: <u>CIVICS</u>	Excellent (4)	Proficient (3)	Partial (2)	Minimal (1)
Civics 1.2.3a <i>Identifies how this issue reflects the continuing influence of democratic ideals.</i>	Clearly and accurately describes at least two democratic ideals or constitutional principles and the issue and explicitly explains the connection between them.	Clearly and accurately describes a democratic ideal or constitutional principle and the issue and explicitly explains the connection between them.	Clearly and accurately describes at least two democratic ideals or constitutional principles and the issue but does not make an explicit connection between them.	Explains how the ideal or principle relates to the issue with only partial accuracy.
Civics 4.2.3a <i>Engages in written civic discourse to evaluate competing situations. (Also see 3.1.4a).</i>	Evaluates at least three points of view, other than their own, related to the issue with solid evidence to support ideas.	Evaluates at least two points of view, other than their own, related to the issue with solid evidence to support ideas.	Evaluates at least one point of view, other than their own, related to the issue with solid evidence to support ideas.	Evaluates other points of view on the issue without any support.
Civics 1.1.3ba <i>Analyzes how specific rights guaranteed by the Constitution remain open to interpretation.</i>	Accurately explains how court cases and/or government policies affect the interpretation of rights involved with the issue, using two or more specific references.	Accurately explains how court cases and/or government policies affect the interpretation of rights involved with the issue, using one specific reference.	Explains how court cases and/or government policies affect the interpretation of rights involved with the issue with no specific reference.	Makes reference to court cases or government policies and the rights involved without connection or explanation.
Civics 4.1.3a <i>Analyzes how individual rights can be balanced with the common good.</i>	Clearly analyzes how individual rights and the common good can be balanced in relation to the issue. ¹	Explains the trade-offs between individual rights and the common good related to the issue.	Describes individual rights and the common good related to the issue by does not explain the trade-offs.	Identifies how either individual rights or the common good relate to the issue.

¹ Key Concept: when your country is at war, how far can you pursue your Constitutional rights without threatening the common good?

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Rubric: High School Assignment, Constitutional Issues

EALR: READING	Excellent (4)	Proficient (3)	Partial (2)	Minimal (1)
<p>(1) The student understands and uses different skills and strategies to read.</p> <p>1.3 Use vocabulary strategies to understand text.</p>	<p>Understands the vocabulary needed to complete this assignment and uses the vocabulary appropriately.</p>	<p>Understands the vocabulary needed to complete this assignment, but does not always use it appropriately.</p>	<p>Partially understands the vocabulary needed to approach this assignment. Does not always use vocabulary appropriately.</p>	<p>Does not understand the vocabulary needed for the assignment and does not use it appropriately.</p>
<p>(2) The student understands the meaning of what is read.</p> <p>2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.</p> <p>2.4. Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.</p>	<p>Understands the arc of action in the novel and motivation for the characters.</p> <p>Understands the metaphors in the novel and can use the information to further analyze the character's actions.</p> <p>Understands and can analyze the author's process.</p>	<p>Does not completely understand the arc of action in the novel and motivation for the characters.</p> <p>Partially understands the metaphors in the novel and can use the information to further analyze the character's actions.</p> <p>Understands and can partially analyze the author's process.</p>	<p>Understands either the arc of action or motivation for the characters.</p> <p>Understands either metaphors in the novel or can use the information to further analyze the character's actions.</p> <p>Understands but cannot analyze the author's process.</p>	<p>Does not understand the arc of action in the novel or motivation for the characters.</p> <p>Does not understand the metaphors in the novel and does not use the information to further analyze the character's actions.</p> <p>Does not understand the author's process.</p>
<p>(3) The student reads different materials for a variety of purposes.</p> <p>3.1. Read to learn new information.</p>	<p>Understands and uses a variety of reading materials to help further understand the novel.</p>	<p>Understands and uses two or three reading materials to help further understand the novel.</p>	<p>Understands and uses one other reading material to help further understand the novel.</p>	<p>Does not use any other reading materials to help further understand the novel.</p>

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Rubric: High School Assignment, Constitutional Issues

EALR: WRITING	Excellent (4)	Proficient (3)	Partial (2)	Minimal (1)
<p>1. The student understands and uses a writing process.</p> <p>1.1 Prewrites to generate ideas and plan writing.</p> <p>1.2 Produces draft(s).</p> <p>1.3 Revises to improve text.</p> <p>1.4 Edits text.</p>	<p>Creates an accurate outline, rough draft and final draft; revises and edits using feedback from teachers and peers.</p> <p>Cites all sources and uses an APA or MLA style to reference readings or sources used.</p> <p>Creates an annotated bibliography.</p>	<p>Creates a partially accurate outline, rough draft and final draft; revises and edits using feedback from teachers and peers.</p> <p>Cites some sources and uses an APA or MLA style to reference readings or sources used.</p> <p>Creates bibliography list, but does not annotate.</p>	<p>Creates an outline, rough draft and final draft; revises and edits without feedback from teachers or peers.</p> <p>Cites a few sources but does not use an APA or MLA style to reference readings or sources used.</p> <p>Creates a partial bibliography.</p>	<p>Skips outline, rough draft and/or does not finish final draft. Does no revision or editing.</p> <p>Does not cite sources.</p> <p>Creates an incomplete bibliography.</p>
<p>3. The student writes clearly and effectively.</p> <p>3.1. Develops ideas and organizes writing.</p> <p>3.2. Uses appropriate style.</p> <p>3.3. Knows and applies appropriate grade level writing conventions.</p>	<p>The student writes clearly, effectively and concisely and gives an effective argument as to why their character acts as they do.</p>	<p>The student writes clearly & concisely, but does not create an effective argument as to why their character acts as they do.</p>	<p>The student writes clearly, but is not concise and does not create an effective argument as to why their character acts as they do.</p>	<p>The student's writing is unclear and ineffective. No explanations for character's actions are given.</p>
<p>4. The student analyzes and evaluates the effectiveness of written work.</p> <p>4.1. Analyzes and evaluates others' and own writing.</p>	<p>Accepts and gives feedback. Evaluates others and own writing.</p>	<p>Accepts or gives feedback, evaluates other's writing, but does not evaluate own writing.</p>	<p>Evaluates own writing, does not accept or give feedback.</p>	<p>Does not evaluate others or own writing or accept feedback.</p>

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EALR: <u>COMMUNICATION</u>	Excellent (4)	Proficient (3)	Partial (2)	Minimal (1)
<p>3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.</p> <p>3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations.</p> <p>3.2. Uses media and other resources to support presentations.</p> <p>3.3. Uses effective delivery.</p>	<p>Meets with two or more other students to plan a presentation.</p> <p>Uses three or more video clips, still images or relevant graphics during the presentation.</p> <p>Scene reading is clear and concise, characters are distinct.</p>	<p>Meets with one other student to plan a presentation.</p> <p>Uses two video clips, still images, or relevant graphics during the presentation.</p> <p>Scene reading is muddy—indistinct voice, not familiar with material.</p>	<p>Meets with other students, but does not plan presentation.</p> <p>Uses one video clip, still image or graphic during the presentation.</p> <p>Scene is partially or inaccurately read.</p>	<p>Does not meet with other students and/or does not give a presentation.</p> <p>Does not use video clip, still or other visual during presentation.</p> <p>Scene is not read.</p>

IN SEARCH OF NO-NO BOY: CLASSROOM EDITION

High School Bridging Document Classroom-Based Assessment (CBA)

Civics/Constitutional Issues, Grade 10

Guiding Question (Challenges to Democracy and Human Rights, 1900-present): What are the implications of different definitions of human rights and civil rights? How does this relate to our democratic ideals and how does it involve rights and responsibilities? (page 12)

Students will make an informed decision on a constitutional issue by completing the following tasks and creating a persuasive paper and a group presentation.

ITEMS ON THE STUDENT CHECKLIST <i>Inquiry, Reading for Information, Organization</i>	Commentary <i>Information in the novel No-No Boy and the documentary In Search of No-No Boy that will help students meet the requirements on the checklist.</i>	Alignment with the Washington State Essential Academic Learning Requirements (EALRs)
<input type="checkbox"/> I selected a subject for this project. <input type="checkbox"/> I selected a method to approach this project (essay, editorial, script, or...?) <input type="checkbox"/> I have reviewed and understand the vocabulary required for this assignment. <input type="checkbox"/> I understand what democratic ideals I am writing about and how they relate to constitutional rights, protections and responsibilities. <input type="checkbox"/> I have made at least <i>two references to democratic ideals and/or constitutional principles</i> . I have explained (1) the connection between the two principles and (2) how they apply to the character in the novel. <input type="checkbox"/> I have made at least <i>two references from the novel and/or the documentary</i> to support my interpretation of the character. <input type="checkbox"/> I have used information from at least two court cases to show how the issues of citizen and civil rights remain open to interpretation. See the <i>Resources</i> for examples. <input type="checkbox"/> I researched background information, found a variety of credible sources, and have double-checked my sources to make sure they are accurate and valid.	<p>Students are asked to take the role of Ichiro Yamada, Eto Minato, Kenji Kanno, Freddie Akimoto, Emi or Ma from <i>No-No Boy</i>. Information about these and other key characters in the story are part of <i>A Search for Identity</i>.</p> <p>Essential vocabulary is included in the <i>Resources</i></p> <hr/> <p>The topics of civil rights and civil disobedience are covered in <i>One Path to Loyalty?</i></p> <p>The rights of citizens as guaranteed by the Constitution and the 14th amendment are covered in the <i>Prerequisites</i> and <i>One Path to Loyalty?</i></p> <hr/> <p>Additional background information is given in the <i>Resources</i>.</p> <p>Time codes from the documentary and page numbers from the novel are included in the text of the lessons.</p> <hr/>	<p>Reading 2.3, 2.4, 3.1 Social Studies Information and Inquiry Skills 1.1.3f Civics 4.2.3a Writing 1.1</p> <hr/> <p>Writing 1.1, 1.2 History 1.2 Washington State History 1.2.2. Civics 1.1.3ba Civics 1.2.3a Civics 4.1.3.a</p> <hr/> <p>Reading 2.3, 2.4, 3.1 Writing 1.1, 1.2 Social Studies Inquiry and Information Skills 3.1.3a Civics 1.1.3a</p> <hr/> <p>Writing 1.1 Social Studies Inquiry and Information Skills 3.1.3a</p>

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High School Bridging Document Classroom-Based Assessment (CBA)

ITEMS ON THE STUDENT CHECKLIST <i>Writing and Synthesis</i>	Commentary <i>Information in the novel No-No Boy and the documentary In Search of No-No Boy that will help students meet the requirements on the checklist.</i>	Alignment with the Washington State Essential Academic Learning Requirements (EALRs) _____
<p><input type="checkbox"/> I have selected a Guiding Question/Thesis Statement to direct my writing.</p> <p><input type="checkbox"/> I have addressed the framing questions: (a) <i>What is your character's reaction to their experience in the camps?</i> (b) <i>How is your character trying to come to grips with a country that doesn't seem to want him or her?</i> (c) <i>Why are the experiences of Japanese Americans incarcerated during World War II relevant today?</i></p> <p><input type="checkbox"/> Key concept: how does your character respond to the following statement? <i>"When your country is at war, how far can you pursue your Constitutional rights without threatening the common good?"</i></p> <p>Support your position with three or more reasons, supported with accurate evidence from your research.</p> <p><input type="checkbox"/> I have written a draft of my paper.</p> <p><input type="checkbox"/> I have revised and edited my work.</p> <p><input type="checkbox"/> I have cited my sources and using an APA or MLA style.</p> <p><input type="checkbox"/> I have created an annotated bibliography (title, author, publisher, date, short description of how each source was useful)</p>	<p>The Framing Questions are addressed via the discussion questions and writing assignments in <i>A Search for Identity</i>, <i>One Path to Loyalty?</i> and <i>Metaphors for the Camp Experience</i>.</p> <p>Information on the characters selected for this assignment is in <i>A Search for Identity</i> and in the <i>Resources</i>.</p>	<p>Writing 1.1</p> <p>Writing 4.1</p> <p>Social Studies: Inquiry and Information Skills 3.1.3a</p> <p>Civics 4.1.2a</p> <p>History 1.2</p> <p>Washington State History 1.2.2.</p> <p>Writing 1.1, 1.2, 1.3, 1.4</p>

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ITEMS ON THE STUDENT CHECKLIST <i>Group Forum</i>	Commentary <i>Information in the novel No-No Boy and the documentary In Search of No-No Boy that will help students meet the requirements on the checklist.</i>	Alignment with the Washington State Essential Academic Learning Requirements (EALRs) _____
<input type="checkbox"/> I have met with at least two other students to prepare a presentation . <i>(If the scene has only two people, one person can read the role of the narrator and/or “set the stage” for the presentation.)</i> <input type="checkbox"/> I have collaborated with other students to present a scene from the novel in which we will read our character’s dialogue. <input type="checkbox"/> I have included three or more video clips from the documentary and/or still photographs to illustrate the presentation. <input type="checkbox"/> I have rehearsed the scene reading with the group before the presentation.	<p>The <i>Introduction</i> to the lessons stresses the importance of reading parts of the novel aloud as a teaching tool.</p> <p>Time codes from the documentary and page numbers from the novel are included in the text of the lessons.</p>	<p>Social Studies: Inquiry and Information Skills 1.1.3f</p> <p>Communication 3.1</p> <p>Communication 3.2</p> <p>Communication 3.3</p>

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Washington State Essential Learning Requirements (EALRS)

SOCIAL STUDIES: HISTORY

<http://www.k12.wa.us/curriculumInstruct/SocStudies/historyEALRs.aspx>

1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history

WA1.2.2 Identify and analyze the contributions of the following eras in the development of Washington State: The Great Depression and World War II (1930-1945); Post World War II domestic political, social, and economic issues (1945-1980); Contemporary Washington (1980-present).

SOCIAL STUDIES: CIVICS

<http://www.k12.wa.us/CurriculumInstruct/SocStudies/civicsEALRs.aspx>

1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.

1.2.2a: Explain key democratic ideals of the U.S. government and discuss their application in specific situations.

1.1.2b: Explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities.

4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

4.1 Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level

4.1.2.a: Explain how responsibility to the common good might conflict with the exercise of individual rights.

4.2 Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues

SOCIAL STUDIES: INQUIRY AND INFORMATION SKILLS

<http://www.k12.wa.us/curriculumInstruct/SocStudies/socstudiesskillsEALRs.aspx>

3.1.3a: Identify multiple perspectives; compare and contrast; use multiple sources; determine relevant information.

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High School Bridging Document Classroom-Based Assessment (CBA)

READING

<http://www.k12.wa.us/curriculumInstruct/reading/default.aspx>

- 1. The student understands and uses different skills and strategies to read.**
 - 1.3. Use vocabulary strategies to understand text.
- 2. The student understands the meaning of what is read.**
 - 2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.
 - 2.4. Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.
- 3. The student reads different materials for a variety of purposes.**
 - 3.1. Read to learn new information.

WRITING

<http://www.k12.wa.us/curriculumInstruct/writing/default.aspx>

- 1. The student understands and uses a writing process.**
 - 1.1. Prewrites to generate ideas and plan writing.
 - 1.2. Produces draft(s).
 - 1.3. Revises to improve text.
 - 1.4. Edits text.
- 3. The student writes clearly and effectively.**
 - 3.1. Develops ideas and organizes writing.
 - 3.2. Uses appropriate style.
 - 3.3. Knows and applies appropriate grade level writing conventions.
- 4. The student analyzes and evaluates the effectiveness of written work.**
 - 4.1. Analyzes and evaluates others' and own writing.

COMMUNICATION

<http://www.k12.wa.us/curriculumInstruct/communications/default.aspx>

- 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.**
 - 3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations.
 - 3.2. Uses media and other resources to support presentations.
 - 3.3. Uses effective delivery.