

# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Middle School Assignment – Constitutional Issues**

|                                   |  |
|-----------------------------------|--|
| <b>(1)<br/>Review Materials</b>   | With your instructor, review the information, discussion questions and writing assignments in the three lessons.   |
| <b>(2)<br/>Select a Character</b> | Select one of the following characters from <b><i>No-No Boy</i></b> :<br><br>Ichiro Yamada<br>Eto Minato<br>Kenji Kanno<br>Freddie Akimoto<br>Emi<br>Ma (Ichiro's mother)<br><br>Remember that the story of <b><i>No-No Boy</i></b> 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.   |
| <b>(3)<br/>Persuasive Paper</b>   | Write a persuasive paper from your character's point of view. This project can take several forms: an essay, newspaper editorial, a script for a play or documentary. See the <b>checklist</b> on the next page.   |
| <b>(4)<br/>Framing Questions</b>  | Address the following 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>  |
| <b>(5)<br/>Propose a solution</b> | How does your character respond to the following statement?<br><b>When your country is at war, how far can you pursue your Constitutional rights without threatening the common good?</b><br><br><i>For instance: (a) What is the personal price of insisting on your rights? (b) What is the price to our society of suspending the civil liberties of some? (c) When do we consider the effect of our actions on our families and immediate community?</i>   |
| <b>(6)<br/>Research</b>           | Make at least <b>two references to the Constitution</b> (U.S. or Washington State) and explain how they apply to the character in the novel.<br><br>Make at least <b>two references to democratic ideals and/or constitutional principles</b> and explain how they apply to the character in the novel. (For example: civil rights, civil disobedience.)<br><br>Use at least <b>two references from the novel and/or the documentary</b> to support your interpretation of the character.<br><br>Use information from at least <b>two sources from your research</b> help the reader to understand the character you have chosen. See the <i>Resources</i> for examples. |
| <b>(7)<br/>Presentation</b>       | 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 understand what democratic ideals I am writing about and how they relate to constitutional rights, protections and responsibilities.
  - I have included **two or more references to the U.S. and/or Washington State Constitution**
  - I have made **two or more references to democratic ideals and/or constitutional principles** and explain how they apply to the character in the novel.
- 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 used at least **two references from the novel and/or the documentary** to support my interpretation of the character.
  - I have used at least **two outside references** from my research about Japanese American incarceration from my research to support my interpretation of the character.

#### **WRITING AND SYNTHESIS**

- I have selected a Guiding Question/Thesis Statement to direct my writing.
- I have addressed the 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?*
- I have **proposed a solution** on how the character responds to the following statement: "When your country is at war, how far can you pursue your Constitutional rights without threatening the common good?"
- I have written a draft of my paper.
- I have revised and edited my work.
- I have cited my sources in the text of my paper or by using footnotes or endnotes.
- I have created an annotated bibliography (title, author, publisher, date, short description of how each source was useful)

## **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

### **Middle School Assignment – Constitutional Issues**

#### **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: Middle School Assignment, Constitutional Issues**

### Civics/Constitutional Issues, Grade 8

Guiding Question (Washington State History): *What are the various perspectives on the role of Washington in the internment of Japanese Americans? How is this event related to our democratic ideals and how does it involve our rights and responsibilities?* (page 12)

| EALR: <b>CIVICS</b>  | <b>Excellent (4)</b>   | <b>Proficient (3)</b>  | <b>Partial (2)</b>  | <b>Minimal (1)</b>  |
|--|--|--|---|---|
| <b>Civics 1.1.2b</b><br><i>Explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities.</i>  | Accurately makes two or more references to the Constitution and explains how they apply to the character in the novel.   | Accurately makes one reference to the Constitution and explains how it applies to the character in the novel.  | Makes a partially accurate reference to the Constitution and explains how it applies to the character in the novel.   | Makes a reference to the Constitution with no explanation as to how it applies to the character in the novel.               |
| <b>Civics 4.1.2.a</b><br><i>Explain how responsibility to the common good might conflict with the exercise of individual rights.</i>   | Creates a reasonable position for a character from the novel and <u>proposes a solution</u> on how the character could pursue individual Constitutional rights without threatening the common good. <sup>1</sup> | Creates a reasonable position for the character, acknowledges that there can be a conflict between individual rights and the common good, <u>but does not propose a solution</u> . | Creates a reasonable position for the character from the novel <u>but does not address the potential conflicts</u> between individual rights and the common good. | Creates a reasonable position for the character, but does not address common good or individual rights.                     |
| <b>Civics 1.2.2a</b><br><i>Explain key democratic ideals of the U.S. government and discuss their application in specific situations.</i>  | Clearly and accurately explains how incarceration during World War II affects the character.   | Clearly OR accurately explains how incarceration during World War II affects the character.  | Makes a partial reference to incarceration or another democratic ideal and its relationship to the character.   | Mentions, lists, or describes incarceration or democratic ideals but does not relate them to the character.                 |
| <b>Social Studies: Inquiry and Information Skills</b><br><b>3.1.3a</b><br><i>Identify multiple perspectives; compare and contrast; use multiple sources....determine relevant information...</i> | Makes explicit references within the text to four sources that provide crucial and/or relevant information on the character.   | Makes explicit references within the text to three sources that provide crucial and/or relevant information on the character.  | Makes explicit references within the text to two sources that provide crucial and/or relevant information on the character.                                       | Makes explicit references within the text to one source that provides crucial and/or relevant information on the character. |

<sup>1</sup> Key Concept: *When your country is at war, how far can you pursue your Constitutional rights without threatening the common good?*

# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Rubric: Middle School Assignment, Constitutional Issues**

| EALR: <a href="#">READING</a>  | Excellent (4)   | Proficient (3)   | Partial (2)   | Minimal (1)   |
|--|---|--|---|---|
| <p><b>(1)</b><br/>The student understands and uses different skills and strategies to read.</p> <p>1.3 Use vocabulary strategies to understand text.</p>   | Understands the vocabulary needed to complete this assignment and uses the vocabulary appropriately.  | Understands the vocabulary needed to complete this assignment, but does not always use it appropriately.   | Partially understands the vocabulary needed to approach this assignment. Does not always use vocabulary appropriately.  | Does not understand the vocabulary needed for the assignment and does not use it appropriately.   |
| <p><b>(2)</b><br/>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><b>(3)</b><br/>The student reads different materials for a variety of purposes.</p> <p>3.1. Read to learn new information.</p>  | Understands and uses a variety of reading materials to help further understand the novel.   | Understands and uses two or three reading materials to help further understand the novel.  | Understands and uses one other reading material to help further understand the novel.   | Does not use any other reading materials to help further understand the novel.  |

# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Rubric: Middle School Assignment, Constitutional Issues**

| EALR: <a href="#">WRITING</a>   | Excellent (4)   | Proficient (3)   | Partial (2)   | Minimal (1)   |
|---|---|--|---|---|
| <p><b>1. The student understands and uses a writing process.</b></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 in the text of the paper or uses footnotes or endnotes.</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 in the text of the paper or uses footnotes or endnotes.</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 some sources but is not consistent in how sources are cited.</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><b>3. The student writes clearly and effectively.</b></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 &amp; 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><b>4. The student analyzes and evaluates the effectiveness of written work.</b></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>  |



# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Middle School Bridging Document Classroom-Based Assessment (CBA)**

### Civics/Constitutional Issues, Grade 8

Guiding Question: (Washington State History) What are the various perspectives on the role of Washington in the internment of Japanese Americans? How is this event related to our democratic ideals and how does it involve our 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. See the *Middle School Writing Assignment*.

| ITEMS ON THE STUDENT CHECKLIST<br><br><i>Inquiry, Reading for Information, Organization</i>  | <b>Commentary</b><br><i>Information in the novel <b>No-No Boy</b> and the documentary <b>In Search of No-No Boy</b> that will help students meet the requirements on the checklist.</i>   | <b>Alignment</b> with the Washington State Essential Academic Learning Requirements (EALRs)   |
|--|---|---|
| <input type="checkbox"/> I selected a subject for this project.<br><input type="checkbox"/> I selected a method to approach this project (essay, editorial, script, or...?)<br><input type="checkbox"/> I have reviewed and understand the vocabulary required for this assignment.<br><hr/> <input type="checkbox"/> I understand what democratic ideals I am writing about and how they relate to constitutional rights, protections and responsibilities.<br><input type="checkbox"/> I have included <i>two or more references to the U.S. and/or Washington State Constitution</i><br><input type="checkbox"/> I have made <i>two or more references to democratic ideals and/or constitutional principles</i> and explain how they apply to the character in the novel.<br><hr/> <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.<br><input type="checkbox"/> I have used at least <i>two references from the novel and/or the documentary</i> to support my interpretation of the character.<br><input type="checkbox"/> I have used at least <i>two outside references</i> from my research about Japanese American incarceration from my research to support my interpretation of the character. | <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 14<sup>th</sup> 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> | <p><a href="#">Reading 2.3, 2.4, 3.1</a></p> <p><a href="#">Social Studies Information and Inquiry Skills 3.1.3a</a></p> <p><a href="#">Writing 1.1</a></p> <hr/> <p><a href="#">Writing 1.1, 1.2</a></p> <p><a href="#">Civics 1.1.2b</a></p> <p><a href="#">Civics 1.2.2a</a></p> <p><a href="#">History 1.2</a></p> <p><a href="#">Washington State History 1.2.2.</a></p> <p><a href="#">Civics 4.1.2a</a></p> <hr/> <p><a href="#">Reading 2.3, 2.4, 3.1</a></p> <p><a href="#">Writing 1.1, 1.2</a></p> <p><a href="#">Social Studies Inquiry and Information Skills 3.1.3a</a></p> |

# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Middle School Bridging Document Classroom-Based Assessment (CBA)**

| ITEMS ON THE STUDENT CHECKLIST<br><i>Writing and Synthesis</i>   | <b>Commentary</b><br><i>Information in the novel <b>No-No Boy</b> and the documentary <b>In Search of No-No Boy</b> that will help students meet the requirements on the checklist.</i>  | <b>Alignment</b> with the Washington State Essential Academic Learning Requirements (EALRs)   |
|--|--|---|
| <input type="checkbox"/> I have selected a Guiding Question/Thesis Statement to direct my writing.<br><br><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 them?</i> (c) <i>Why are the experiences of Japanese Americans incarcerated during World War II relevant today?</i><br><hr/> <input type="checkbox"/> I have <b>proposed a solution</b> on the character's response to the following: "When your country is at war, how far can you pursue your Constitutional rights without threatening the common good?"<br><hr/> <input type="checkbox"/> I have written an outline for my paper.<br><br><input type="checkbox"/> I have written a draft of my paper.<br><br><input type="checkbox"/> I have revised and edited my work.<br><br><input type="checkbox"/> I have cited my sources in the text of my paper or by using footnotes or endnotes.<br><br><input type="checkbox"/> I have created an annotated bibliography (title, author, publisher, date, short description of how each source was useful) | <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> <hr/> <p>Information on the characters selected for this assignment is in <i>A Search for Identity</i>.</p> <hr/> | <p><a href="#">Writing 1.1</a></p> <p><a href="#">Writing 4.1</a></p> <p><a href="#">Social Studies: Inquiry and Information Skills 3.1.3a</a></p> <hr/> <p><a href="#">Civics 4.1.2a</a></p> <p><a href="#">History 1.2</a></p> <p><a href="#">Washington State History 1.2.2.</a></p> <hr/> <p><a href="#">Writing 1.1, 1.2, 1.3, 1.4</a></p> |

# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Middle School Bridging Document Classroom-Based Assessment (CBA)**

| ITEMS ON THE STUDENT CHECKLIST<br><br><i>Group Forum</i>  | <b>Commentary</b><br><i>Information in the novel <b>No-No Boy</b> and the documentary <b>In Search of No-No Boy</b> that will help students meet the requirements on the checklist.</i> | <b>Alignment</b> with the Washington State Essential Academic Learning Requirements (EALRs)   |
|---|---|---|
| <p><input type="checkbox"/> I have met with at least two other students to prepare a <b>presentation</b>. <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></p> <p><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.</p> <p><input type="checkbox"/> I have included three or more video clips from the documentary and/or still photographs to illustrate the presentation.</p> <p><input type="checkbox"/> I have rehearsed the scene reading with the group before the presentation.</p> | <p>The <i>Introduction</i> to the lessons stresses the importance of reading parts of the novel aloud as a teaching tool.</p>   | <p><a href="#">Social Studies: Inquiry and Information Skills 3.1.3a</a></p> <p><a href="#">Communication 3.1</a></p> <p><a href="#">Communication 3.2</a></p> <p><a href="#">Communication 3.3</a></p> |

# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Middle School Bridging Document Classroom-Based Assessment (CBA)**

### **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

#### **Washington State History**

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

**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**

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

# **IN SEARCH OF NO-NO BOY: CLASSROOM EDITION**

## **Middle 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.