Vocabulary:
“Betrayed By America”

1. **barrack** (BAR-uhk) *noun*; A barracks is a building or a group of buildings where people in the military live. Barracks are very basic—usually just large rooms filled with rows of beds. (Note: The plural form of *barrack* is more common than the singular form.)

2. **consolation** (kahn-suh-LEY-shuhn) *noun*; The verb *console* (kuhn-SOHL) means “to lessen someone’s sadness or disappointment.” *Consolation* can refer to something that makes a person feel less sad or disappointed, or to the feeling of being consoled. If Fran is disappointed that she didn’t win a prize in the art contest, Christina’s kind words about Fran’s painting might be a consolation. If Calvin is sad that Erik is moving, Calvin might find consolation in the fact that he and Erik will still be going to the same summer camp.

3. **incarcerate** (in-KAH-ruh-suh-reyt) *verb*; To incarcerate someone is to put him or her in prison.

4. **internment** (in-TURN-mihnt) *noun*; Internment is the act of confining people—that is, of forcing people to stay in a certain place—especially for political or military reasons. It’s usually done during wartime and without giving those who are confined a trial in court. Internment is generally done to prevent people—who others think might be dangerous—from causing harm.

5. **personal effects** (PUR-suh-nuhl ih-FEKTS) *noun*; Your personal effects are items you have for your own personal use—like clothing, jewelry, a toothbrush, hair products, keys, and so on. Personal effects are things that can be worn or carried on your body. You wouldn’t count your bed among your personal effects, but you would count your wallet.

6. **reparation** (rehp-uh-REY-shuhn) *noun*; A reparation is something you do or give to make up for damages you caused or a mistake you made. Your sister might make reparations for eating your last piece of birthday cake by baking you a new cake. A criminal might be required to make reparations by paying her victims money. (Note: The plural form of *reparation* is more common than the singular form.)

7. **sentiment** (SEHN-suh-muhnt) *noun*; A sentiment is a view or an attitude that is based on emotion. If you and your best friend both dislike country music, you share the same sentiment about it. *Sentiment* can also mean “emotion,” as in, “What an unkind sentiment!” Or it can mean “feelings of tenderness, kindness, love, or sympathy.” A character who never shows emotion or worries about others lacks sentiment.
Vocabulary Practice
"Betrayed By America"

Directions: Underline the boldfaced word in each pair that best completes the sentence.

1. John asked Amy what he could do to make reparations/personal effects for hurting her feelings yesterday.

2. Even though I already own the book my uncle gave me for my birthday, I appreciate the thoughtful sentiment/reparation.

3. We were horrified to learn about the consolation/internment of innocent people during the war.

4. John was disappointed that he didn't win first place at the science fair, but the positive feedback he got from the judges was a nice consolation/internment.

Directions: Rewrite each sentence below using one of the words or phrases in the box. (You will not use all of the words and phrases in the box.)

personal effects incarcerated barracks internment

5. Karen’s mom asked her to get her belongings off the kitchen counter before their dinner guests arrived.

6. The judge decided that both of the men should be put in prison for a minimum of five years.

7. After a long day of physical training, the soldiers were ready to get back to their living quarters to rest.
During Reading
Mood, Text Structure, Inference, Tone

5. In the section "Trouble on the Way," there is a shift in mood. Describe how the mood changes.

________________________________________________________________________

________________________________________________________________________

6. A. Check (✔) the statement that BEST describes the text structure (the way the author organizes information) in the section "Crowded, Smelly, Dusty."

- The author explains why the Shishimas were forced to leave their home.
- The author gives a chronological account of the Shishimas’ forced relocation to the Santa Anita Racetrack.
- The author describes how the Santa Anita Racetrack looked.

B. Explain how you know.

________________________________________________________________________

________________________________________________________________________

7. Find two places in the section "Heart Mountain" where Kristin Lewis uses an outraged tone. Write them on the lines below.

________________________________________________________________________

________________________________________________________________________

8. Lewis writes that Japanese American residents of the internment camps “took pride in making their barracks as beautiful as possible,” and that children “attended camp schools and formed baseball teams.” From these details, what can you infer about residents of the internment camps?

________________________________________________________________________

________________________________________________________________________
Central Ideas and Details

A central idea of a text is one of the main points the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “Betrayed by America.”

1. Reread the section “Mistrust and Suspicion.” Which quote below BEST expresses the central idea of this section?

A “By the early 1900s, a large number [of Japanese immigrants] had settled on the West Coast.” (p. 6)
B “The bombing of Pearl Harbor fanned the flames of prejudice.” (p. 6)
C “There was no evidence that such rumors were true.” (p. 6)
D “In fact, a military report in January 1942, stated that less than 3 percent of Japanese Americans posed a potential threat to the U.S. . . .” (p. 6)

2. Read the central idea of the section “Crowded, Smelly, Dusty” stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:
Japanese Americans were abruptly forced out of their homes and given little information about their relocation.

A “In the coming days, Bill’s family scrambled to sell their belongings.” (p. 7)
B “The instructions did not say where they would be going or how long they would be gone.” (p. 7)
C “They sold what they could—houses, furniture, cars—often getting only a fraction of what they paid originally.” (p. 7)
D “At the church, Bill and his family joined dozens of others.” (p. 7)

I chose _______ because ________________________________
3. Read the details from the section “Heart Mountain” listed below. In the box, write a central idea that these details support.

**Central Idea:**

**Detail 1:** “Bill, his parents, and his three siblings crowded into one sparsely furnished room.” (p. 8)

**Detail 2:** “The thin walls did little to shield them from the frigid Wyoming winds and snows . . . ” (p. 8)

**Detail 3:** “[Bill] hated bathing in the one-room shower, with its eight showerheads and no privacy.” (p. 8)

4. Consider the central idea of the whole article listed below. We wrote one detail from the article that supports this idea. Write two more supporting details in the space provided.

**Central Idea:**

Japanese Americans faced enormous prejudice after the bombing of Pearl Harbor.

**Supporting detail 1:**

“...They are a dangerous element, whether loyal or not,” said U.S. Army Lieutenant General John DeWitt.” (p. 7)

**Supporting detail 2:**

**Supporting detail 3:**
What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning. Tone is conveyed through the author's word choice, the information included, and how the text is organized.

In this activity, you will analyze author Kristin Lewis's tone in “Betrayed By America.”

1. Consider the headline and subtitle (or deck, as it can also be called):
   Betrayed By America
   During World War II, the American government forced thousands of Japanese Americans from their homes and imprisoned them in internment camps. This is the story of one boy who was there.

   Lewis's tone as she writes about the internment of Japanese Americans in the headline and subtitle could be described as disgusted and disapproving.

   Choose one statement below that does NOT explain how Lewis's word choice helps create a disapproving tone.

   A The word betrayed in the headline conveys that Japanese Americans were failed by, or treated wrongly by, America. In using the word betrayed, Lewis sounds like she is disgusted by and disapproves of how the American government treated Japanese Americans.

   B The words forced and imprisoned convey harsh treatment. In using these words, Lewis sounds like she is disgusted by and disapproves of how the American government treated Japanese Americans.

   C Lewis explains that the story is about something that occurred during World War II. By mentioning the name of the war, Lewis sounds disgusted and disapproving.
2. Consider the following paragraph from page 7:

"In February 1942, President Franklin Delano Roosevelt signed Executive Order 9066. History would come to regard this order as one of America's most shameful acts. Executive Order 9066 gave the military the power to remove all Japanese Americans—every man, woman, and child—from the West Coast and relocate them to internment camps in remote parts of the U.S."

Two words that could be used to describe Lewis's tone as she describes Executive Order 9066 are critical and shocked. Write a statement explaining why the tone could be described this way.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Consider the following paragraph from page 8:

"Still, many tried to make the best of their imprisonment. They had lost their freedom, their jobs, and their homes. Yet, they carried on with honor and dignity. They took pride in making their barracks as beautiful as possible; mothers stitched curtains to bring color to dreary windows, and fathers fashioned furniture from scraps of wood."

Complete the sentence below with two words that describe Lewis's tone in the paragraph above:

When describing the Japanese Americans imprisoned at internment camps like Heart Mountain, Lewis's tone is _______________ and _______________.

4. Write a statement that supports your answer to Question 3. Use text evidence.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

©2017 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.
A Look Back

**Directions:** Read “Betrayed By America” before completing this activity.

1. Write three factors that led to the internment of Japanese Americans in the 1940s. For each, provide a brief explanation using details from the article “Betrayed By America.”

   **FACTOR 1:**
   
   Explanation:

   **FACTOR 2:**
   
   Explanation:

   **FACTOR 3:**
   
   Explanation:

2. In the 1980s, Congress declared that the internment of Japanese Americans in the 1940s was “a grave injustice.” What could have been done differently to prevent this “grave injustice” from happening?
Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Betrayed By America."

1. What does the author compare and contrast in the introduction?

2. A. Underline the text structure used in the section "Crowded, Smelly, Dusty."
   sequence of events cause and effect

   B. Explain how you know, using evidence from the text.

   Description or List
   Includes details to help you picture or get to know a person, a place, a thing, or an idea

   Cause and Effect
   Explains why something happened (cause) and what happened as a result (effect)

   Problem and Solution
   Presents a problem and explains how it is solved

   Compare and Contrast
   Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

   Sequence of Events
   Describes events in the order in which they happen (also called chronological order)
3. In the sections "Mistrust and Suspicion" and "Get 'Em Out!" the author uses cause and effect to explain how the bombing of Pearl Harbor led to increased prejudice against Japanese Americans. Below, write two effects of this prejudice. (You may paraphrase or quote lines from the article.)

Effect 1:________________________________________

_____________________________________________________________________

_____________________________________________________________________

Effect 2:________________________________________

_____________________________________________________________________

_____________________________________________________________________

4. A. Which text structure does the author use in the section "Life Goes On"?

_____________________________________________________________________

B. Explain how you know, using evidence from the text.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about. It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “Betrayed By America.”

1. Who is the article mainly about? (It can be an individual or a group of people.)

2. What significant event does the article describe?

3. Who or what caused this event?

4. How did this event affect the main person in the article?

5. How is the main person in the article doing today?
6. Are there any other important details you haven't mentioned? Write them here.

Directions: Your turn! Write an objective summary of “Betrayed By America.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Betrayed By America”
“Betrayed By America” Quiz

Directions: Read “Betrayed By America.” Then answer the questions below.

1. The section “Trouble on the Way”
   A. explains why Japanese Americans were sent to internment camps.
   B. helps readers understand what led to the attack on Pearl Harbor.
   C. provides information about Bill’s personality.
   D. shows the role that the attack on Pearl Harbor played in the internment of Japanese Americans.

4. On page 8, Lewis writes that Heart Mountain “looked nothing like its name would suggest.”
   She means that the camp
   A. was usually called by a different name.
   B. was not in the shape of a heart.
   C. was not a warm and inviting place.
   D. was not in the mountains.

2. On page 6, Kristin Lewis writes, “The bombing of Pearl Harbor fanned the flames of prejudice.”
   Context clues reveal that to “fan the flames” is to
   A. make something more intense.
   B. make efforts to improve a difficult situation.
   C. burn something up until it’s gone.
   D. make something better.

5. On page 8, Lewis likely includes the detail about mothers sticking curtains for the barracks to
   A. explain what the role of women was in the camps.
   B. support the idea that the barracks were pleasant places to live.
   C. show that the residents of the camps tried to make the best of their situation.
   D. describe the kinds of jobs detainees were given.

3. The author supports the idea that Japanese Americans were viewed with suspicion after Pearl Harbor in all of the following ways EXCEPT
   A. by describing the rumors that were spread about Japanese Americans after Pearl Harbor.
   B. by quoting a newspaper headline about Japanese Americans.
   C. by explaining that President Franklin D. Roosevelt signed Executive Order 9066.
   D. by referring to information from a military report.

6. The article “Betrayed By America” and the poem “Children of Camp” both
   A. explain why Japanese Americans were sent to internment camps during World War II.
   B. express a personal reaction to Pearl Harbor.
   C. show what life was like for people after they were released from internment camps.
   D. help the reader understand what life in an internment camp was like.

---

**Constructed-Response Questions**

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How did the bombing of Pearl Harbor contribute to the internment of Japanese Americans during World War II? Use text evidence to support your answer.

8. Consider this line of the poem: “And the people made poetry from camp.” What does the poet mean? How is this idea expressed in “Betrayed By America”?
Directions: Organize your thoughts before writing your paragraph using a link or transition into your next point.

Topic: ___________

Point: ___________

Evidence: Write at least three pieces of evidence below. Find facts, statistics, conclusions, quotes, examples, etc. that support your main point of this paragraph.

Explanation: How do your evidence support your point. What do the facts mean? How do they explain your point?

Link: How does this point link to your next point? What are some ways you can connect the two?

Name: ___________