1. **barrack (BAR-uhk)** *noun*: A barrack 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-KAHR-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 in-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.
5. The author begins the section “Trouble on the Way” by describing how America’s economy began to recover from the Great Depression in the 1940s and how Bill’s family was thriving. Toward the middle of the section, she writes, “But trouble was on the way.”

**Mood** is the feeling the reader gets from a piece of writing. The sentence, “But trouble was on the way,” changes the mood from

- A hopeful to uneasy.
- B relaxed to surprised.
- C tense to apprehensive.

6. **Text structure** is the term for how an author organizes information. Information in the section “Crowded, Dusty, Smelly” uses a sequence-of-events structure. Which words and phrases in the section help you identify this text structure?

- A “crowded, smelly, dusty”; “neatly pressed suits”; “bewildered expressions”
- B “By spring”; “In the coming days”; “Eventually”; “Only days earlier”; “Now”
- C “Similar scenes played out...”; “…Bill and his family joined dozens of others”; “The instructions said to bring bedding, clothing, utensils, and personal effects...”

7. A. **Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the section “Heart Mountain.”

    **nervous**  **skeptical**  **disgusted**

B. Briefly explain how you know:

8. The author writes that 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.” What can you **infer** about residents of the internment camps from this information?
9. A. Below is a central idea of “Betrayed By America” and three supporting details. Two details DO support the central idea. Cross out the detail that DOES NOT.

**Central Idea**

Japanese Americans were viewed with mistrust and suspicion after Pearl Harbor.

- **Detail #1**
  “Rumors flew that Japanese Americans were loyal to Japan, that they were spies planning another attack on American soil.” (p. 6)

- **Detail #2**
  “Throughout American history, newcomers have often been viewed with mistrust and suspicion.” (p. 6)

- **Detail #3**
  “[Japanese Americans] are a dangerous element, whether loyal or not,” said U.S. Army Lieutenant General John DeWitt.” (p. 7)

B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

10. An objective summary is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Betrayed by America."

a. The Shishimas were a Japanese American family living in Los Angeles in the 1940s.

b. Many Japanese Americans wore their best clothes when they reported to local churches on May 9, 1942.

c. Japanese Americans on the West Coast were forced to live in internment camps in remote parts of the U.S.

d. I think it was wrong of the U.S. government to not tell Japanese Americans where they were going after officials forced them to leave home.

e. Bill got pneumonia while living in Heart Mountain.

f. Racial prejudice led many Americans to mistrust and mistreat Japanese Americans during World War II.
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. Read the central idea of the sections “Mistrust and Suspicion” and “‘Get ’Em Out’” stated in the box below. Then check the boxes next to THREE details that support the central idea.

<table>
<thead>
<tr>
<th>Central Idea:</th>
<th>Japanese Americans were viewed with mistrust and suspicion after the bombing of Pearl Harbor.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“‘GET ‘EM OUT!’” read one headline in the West Seattle Herald.” (p. 7)</td>
</tr>
<tr>
<td></td>
<td>“Throughout American history, newcomers have often been viewed with mistrust and suspicion.” (p. 6)</td>
</tr>
<tr>
<td></td>
<td>“Rumors flew that Japanese Americans were loyal to Japan, that they were spies planning another attack on American soil.” (p. 6)</td>
</tr>
<tr>
<td></td>
<td>“They are a dangerous element, whether loyal or not,” said U.S. Army Lieutenant General John DeWitt.” (p. 7)</td>
</tr>
<tr>
<td></td>
<td>“By the early 1900s, a large number had settled on the West Coast.” (p. 6)</td>
</tr>
</tbody>
</table>

2. Read the details from the section “Heart Mountain” listed below. In the box, complete the central idea that these details support.

<table>
<thead>
<tr>
<th>Central Idea:</th>
<th>Japanese Americans living in Heart Mountain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Detail 1: “Bill, his parents, and his three siblings crowded into one sparsely furnished room.” (p. 8)</td>
</tr>
<tr>
<td></td>
<td>Detail 2: “The thin walls did little to shield them from the frigid Wyoming winds and snows…” (p. 8)</td>
</tr>
<tr>
<td></td>
<td>Detail 3: “The toilets were even worse. There were no doors or walls…” (p. 8)</td>
</tr>
</tbody>
</table>
Summarizing

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

Directions: Follow the prompts in the margins to complete the summary of “Betrayed By America.”

Eleven-year-old William “Bill” Hiroshi Shishima and his family experienced one of the most shameful acts in the history of the United States. Bill grew up in ___________________________. On December 7, 1941, ________________, which prompted the United States to declare war on Japan and enter World War II. Old and new prejudice against Japanese Americans was stirred up. In February 1942, President Franklin D. Roosevelt issued an order that ___________________________. Life in the camps was ___________________________. After the war ended in 1945, ________________, almost 40 years later, an official investigation of the Japanese American internment led to ___________________________. Today, Bill ___________________________

1. Where did Bill live before the war?
2. What happened that led the U.S. to declare war on Japan?
3. What did the government force Japanese Americans on the West Coast to do?
4. What kinds of conditions did residents live in?
5. What happened to Bill and his family?
6. What did the government do for survivors of internment?
7. What is Bill doing now?
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

2. 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.

______________________________________________________________________

______________________________________________________________________
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. Authors create tone through word choice, the information they include, and how they organize the text.

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.

   ☒ 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.

   ☒ 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.

   ☒ 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.
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. Choose the statement that BEST explains why.

A Lewis states that history would come to regard Executive Order 9066 as “one of America’s most shameful acts.” In stating this, Lewis sounds critical of the act itself and shocked that such a thing ever happened.

B Lewis explains that Japanese American internment camps were located in remote parts of the United States. She sounds critical.

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.”

When Lewis describes the imprisoned Japanese Americans, her tone could be described as impressed and admiring.

Support this statement by completing the sentence we started below.

When Lewis writes that the people in the camps “carried on with honor and dignity” and “took pride in” decorating their barracks, she sounds like ___________________________
“Betrayed By America” Quiz

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

1. The section “Attacked!” describes the bombing of Pearl Harbor. Which section helps readers understand why that attack was made?
   A. the introduction
   B. “Trouble on the Way”
   C. “Mistrust and Suspicion”
   D. “Life Goes On”

2. On page 6, Kristin Lewis writes, “The bombing of Pearl Harbor fanned the flames of prejudice.” She means that the bombing made prejudice
   A. more intense.
   B. less intense.
   C. legal.
   D. less noticeable.

3. Which detail from the article supports the idea that Japanese Americans were viewed with mistrust and suspicion after Pearl Harbor?
   A. “Japan launched a massive surprise attack on Pearl Harbor . . .” (p. 6)
   B. “By the early 1900s, a large number had settled on the West Coast. (p. 6)
   C. “In fact, a military report stated that less than 3 percent of Japanese Americans posed a potential threat to the U.S. . . .” (p. 6)
   D. “Rumors flew that Japanese Americans were loyal to Japan, that they were spies . . .” (p. 6)

4. On page 8, Lewis writes that Heart Mountain “looked nothing like its name would suggest.” She means that the camp
   A. was not really called Heart Mountain.
   B. was not in the shape of a heart.
   C. did not look like a friendly place.
   D. was not in the mountains.

5. Which of the following details supports the idea that residents of the internment camps tried to make the best of their situation?
   A. “Mary had lost everything . . .” (p. 9)
   B. “Bill, his parents, and his three siblings crowded into one sparsely furnished room.” (p. 8)
   C. “Mothers stitched curtains to bring color to . . . dreary windows . . .” (p. 8)
   D. “The toilets were even worse.” (p. 8)

6. The poem “Children of Camp”
   A. explains why Japanese Americans were sent to internment camps during World War II.
   B. expresses a personal reaction to Pearl Harbor.
   C. explains how people spent their time in the internment camps.
   D. helps the reader understand what life in the internment camps 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 affect attitudes toward Japanese Americans? Use text evidence to support your answer.

8. Consider this line of the poem “Children of Camp”: “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 EVIDENCE you have, an EXPLANATION of your evidence, and a LINK or transition into your next paragraph. What is the main point of this paragraph? What is the one thing you want the reader to know? Evidence: Find facts, testimony (quotes), statistics and expert opinions to support your main point. What does this chart tell you about the point of your paragraph? What do the facts mean? How do they support the foundation you made? How will you explain your point? What are some ways you can connect the two? How does this point link to your next point? What link?