

Name: _____ Date: _____

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?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

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?

5. What happened to Bill and his family?

7. What is Bill doing now?

4. What kinds of conditions did residents live in?

6. What did the government do for survivors of internment?

Name: _____ Date: _____

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.

Name: _____ Date: _____

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?

- Ⓐ "By the early 1900s, a large number [of Japanese immigrants] had settled on the West Coast." (p. 6)
- Ⓑ "The bombing of Pearl Harbor fanned the flames of prejudice." (p. 6)
- Ⓒ "There was no evidence that such rumors were true." (p. 6)
- Ⓓ "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.

- Ⓐ "In the coming days, Bill's family scrambled to sell their belongings." (p. 7)
- Ⓑ "The instructions did not say where they would be going or how long they would be gone." (p. 7)
- Ⓒ "They sold what they could—houses, furniture, cars—often getting only a fraction of what they paid originally." (p. 7)
- Ⓓ "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:

Name: _____ Date: _____

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.

Central Idea:

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

- ☐ "'GET 'EM OUT!'" read one headline in the *West Seattle Herald*." (p. 7)
- ☐ "Throughout American history, newcomers have often been viewed with mistrust and suspicion." (p. 6)
- ☐ "Rumors flew that Japanese Americans were loyal to Japan, that they were spies planning another attack on American soil." (p. 6)
- ☐ "'They are a dangerous element, whether loyal or not,' said U.S. Army Lieutenant General John DeWitt." (p. 7)
- ☐ "By the early 1900s, a large number had settled on the West Coast." (p. 6)

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

Central Idea:

Japanese Americans living in Heart Mountain _____

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: "The toilets were even worse. There were no doors or walls . . ." (p. 8)

Name: _____ Date: _____

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.

- Ⓐ 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.

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.

Name: _____ Date: _____

What's the Tone?

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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.

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- Ⓒ 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.

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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.

- Ⓐ 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 herself and shocked that such a thing ever happened.
- Ⓑ Lewis explains that Japanese American internment camps were located in remote parts of the United States. She sounds critical.

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."

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 _____

_____.

Identifying Tone

Tone is the author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *sarcastic*, *serious*, and *outraged*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

HINT: Keep in mind that in a work of fiction, tone is the author's attitude, and not necessarily the attitude of the story's narrator. Ask yourself, "How does the author feel about what he or she is writing about?"

Name: _____ Date: _____

Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



NEUTRAL TONE WORDS

ambiguous
ambivalent
casual
commanding
conversational
detached
direct
indifferent
introspective
neutral
pensive
questioning
reflective
scholarly
serious
solemn
straightforward
speculative
uncertain
unconcerned



NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

Name: _____ Date: _____

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?

Name: _____ Date: _____

A Look Back

Directions: Read "Betrayed By America" before completing this activity. We filled in some information for you.

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: Prejudice against Japanese Americans

Explanation: As Kristin Lewis explains on page 6 of "Betrayed By America," Japanese Americans had faced prejudice since they began arriving in the U.S., and this prejudice intensified after Japan's attack on Pearl Harbor in 1941. After the attack—which brought the U.S. into World War II—people began questioning the loyalty of Japanese Americans simply because they were the same ethnicity as the people the U.S. was fighting in the war. Rumors spread that Japanese Americans were spies for Japan.

FACTOR 2: Fear and hysteria from World War II

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?

Name: _____ Date: _____

Analyzing Poetry

Below is Lawson Fusao Inada's poem "Children of Camp." Read the poem a few times before answering the questions on the next page. This activity is meant to be completed in small groups.

Go to
Scope Online
to hear this
poem read
aloud.

Children of Camp by Lawson Fusao Inada

There was no poetry in the camp.
Unless you can say
mud is poetry,
unless you can say
dust is poetry,
unless you can say
blood is poetry,
unless you can say
cruelty is poetry,
unless you can say
injustice is poetry,
unless you can say
imprisonment is poetry.

Lawson Fusao Inada was born in 1938 in Fresno, California, a third-generation Japanese American. In 1942, he and his family were sent to internment camps.

There was no poetry in the camp.
Unless you can say
families are poetry,
unless you can say
people are poetry.

And the people
made poetry
from camp.
And the people
made poetry
from camp.

Directions: Discuss the following questions with your group before writing your answers. A couple of the questions also ask you to text mark the poem. *Note:* To make things simple, we refer to the speaker of this poem as "he" because the poet is male. However, the poem does not indicate that the speaker is a particular gender.

1. Describe the structure of the poem—that is, how it's organized. Be sure to explain the use of repetition.

2. How does the poem's structure, including the use of repetition, affect your experience of reading or hearing the poem? (It might be helpful to think about the poem like a song—how the structure makes it sound or feel as you read or listen to it, or how the structure gives emphasis to certain words or ideas.)

3. Use a colored pencil to underline the words that start the phrase "_____ is poetry" each time it appears in the first stanza. List the words you underlined. (We listed the first two for you.)

mud, dust

4. Choose a different colored pencil. Use it to underline the words that start the phrase "_____ is poetry" each time it appears in the second stanza. Write the words you underlined.

5. Compare the words you underlined in the first stanza with the words you underlined in the second stanza. How are they different? Discuss the emotions and images that each set of words brings up.

6. What does the speaker mean by "poetry" when he says "There was no poetry in the camp"? Do you think he is referring to literature—that is, to written verse? What else might he mean by "poetry"?

7. What does the speaker mean when he says "And the people/made poetry/from camp" in the last stanza?

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Betrayed By America.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and the subtitle. Then study the image on page 4. What do these features tell you about the Shishima family?

2. Describe the photograph of the little girl on page 7. What can you infer about how the little girl in the photo was feeling the moment this picture was taken?

3. Study the photograph and read the **caption** on page 9. What story do this image and caption tell?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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?

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Betrayed By America.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features and Inference

1. Read the **headline** and the subtitle. Then study the image on page 4. What do these features tell you about the Shishima family?

2. Describe the photograph of the little girl on page 7. What can you infer about how the little girl in the photo was feeling the moment this picture was taken?

3. Study the photograph and read the **caption** on page 9. What story do this image and the caption tell?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference, Tone

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

- Ⓐ hopeful to uneasy.
 - Ⓑ relaxed to surprised.
 - Ⓒ 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?
- Ⓐ “crowded, smelly, dusty”; “neatly pressed suits”; “bewildered expressions”
 - Ⓑ “By spring”; “In the coming days”; “Eventually”; “Only days earlier”; “Now”
 - Ⓒ “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

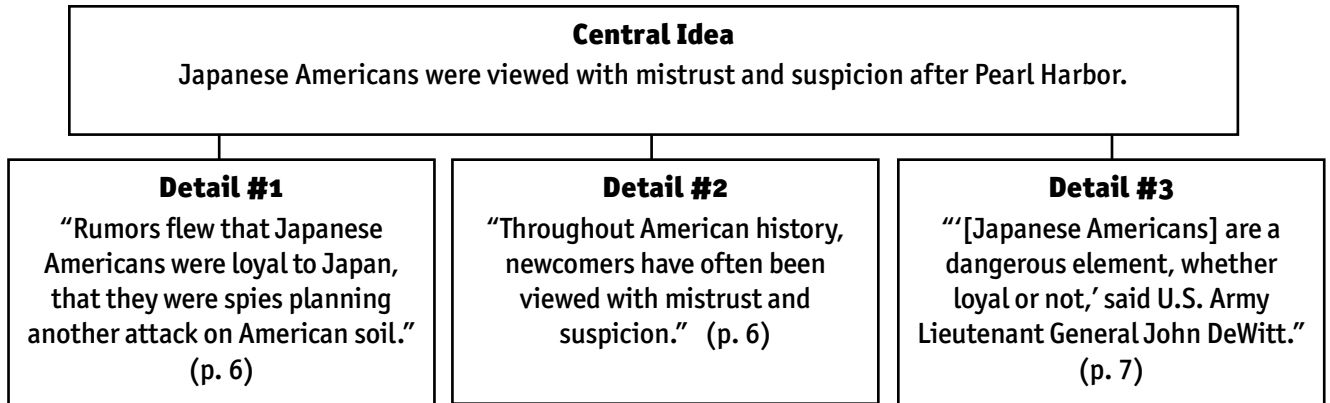
B. Briefly explain how you know: _____

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?

After Reading

Central Idea/Details and Objective Summary

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.



- 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.

Name: _____ Date: _____

Close-Reading Questions

"Betrayed By America"

1. According to the article, why did Japan bomb Pearl Harbor in 1941? (key ideas)
2. On page 6, Kristin Lewis writes that the bombing of Pearl Harbor changed American history and Bill's life. In what ways did the bombing change American history and Bill's life? (key ideas; cause and effect)
3. On page 7, Lewis explains that Executive Order 9066 allowed Japanese Americans on the West Coast to be sent to relocation camps. "History," Lewis then writes, "would come to regard this order as one of America's most shameful acts." What information does Lewis provide to explain why the order would come to be seen that way? (analyzing the development of an idea)
4. On page 8, Lewis describes Bill looking at a movie theater that "might as well have been on the moon." What does she mean? (figurative language)

Name: _____ Date: _____

Critical-Thinking Questions

"Betrayed By America" and "Children of Camp"

1. Lewis writes that when Japanese Americans were finally set free from the internment camps, "their sense of safety and justice had been shattered." Why might this have happened?
2. At the end of the article, Bill says he feels that everyone should know what happened to Japanese Americans in the 1940s "so it never happens again." How could knowing what happened prevent something similar from happening again? What else do we need to do to make sure it never happens again?
3. In the poem, the poet writes that people "made poetry from camp." What does he mean? How does this idea compare with what Kristin Lewis writes about life in the camps?

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Betrayed By America"

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 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-tuh-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.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

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.

Name: _____ Date: _____

“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.

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.

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.

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.

5. On page 8, Lewis likely includes the detail about mothers stitching 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.

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”?

Name: _____ Date: _____

“Betrayed By America” Quiz

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

- The section “Attacked!” describes the bombing of Pearl Harbor. Which section helps readers understand why that attack was made?**
 - the introduction
 - “Trouble on the Way”
 - “Mistrust and Suspicion”
 - “Life Goes On”
- On page 6, Kristin Lewis writes, “The bombing of Pearl Harbor fanned the flames of prejudice.” She means that the bombing made prejudice**
 - more intense. - less noticeable.
 - less intense. - legal.
- Which detail from the article supports the idea that Japanese Americans were viewed with mistrust and suspicion after Pearl Harbor?**
 - “Japan launched a massive surprise attack on Pearl Harbor . . .” (p. 6)
 - “By the early 1900s, a large number had settled on the West Coast. (p. 6)
 - “In fact, a military report stated that less than 3 percent of Japanese Americans posed a potential threat to the U.S. . . .” (p. 6)
 - “Rumors flew that Japanese Americans were loyal to Japan, that they were spies . . .” (p. 6)
- On page 8, Lewis writes that Heart Mountain “looked nothing like its name would suggest.” She means that the camp**
 - was not really called Heart Mountain.
 - was not in the shape of a heart.
 - did not look like a friendly place.
 - was not in the mountains.
- Which of the following details supports the idea that residents of the internment camps tried to make the best of their situation?**
 - “Many had lost everything . . .” (p. 9)
 - “Bill, his parents, and his three siblings crowded into one sparsely furnished room.” (p. 8)
 - “Mothers stitched curtains to bring color to dreary windows . . .” (p. 8)
 - “The toilets were even worse.” (p. 8)
- The poem “Children of Camp”**
 - explains why Japanese Americans were sent to internment camps during World War II.
 - expresses a personal reaction to Pearl Harbor.
 - explains how people spent their time in the internment camps.
 - 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.

- How did the bombing of Pearl Harbor affect attitudes toward Japanese Americans? Use text evidence to support your answer.
- 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”?

Name: _____ Date: _____

Video Discussion Questions

"Behind the Scenes: Betrayed By America"

Before Reading "Betrayed By America"

1. How does the section of the video about the internment of Japanese Americans (3:50-4:43) help you understand what life was like in the internment camps? Consider the music, narration, and visuals.
2. Kristin Lewis calls fact-checking a "crucial step in an article's journey to publication" (5:27). Do you agree with the author? Why or why not?

After Reading "Betrayed By America"

3. What do both the video and the article help you understand about the role that the attack on Pearl Harbor and America's participation in World War II played in the internment of Japanese Americans in the 1940s?
4. In the video, Lewis explains that the Densho organization "preserves the stories of Japanese Americans who lived through internment" (1:49). Why are organizations like Densho important?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Bill Shishima Contest

Explain what led to the internment of Japanese Americans in the 1940s. What could have been done differently to prevent this “grave injustice” from happening? Answer in a well-organized essay. Five winners will get *Weedflower* by Cynthia Kadohata.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Bill Shishima Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2017!