

Students will...

- connect with the autobiography we will read by writing in journals____
- preview text and predict by looking at pictures____
- develop historical background by reading a passage____
- know what an autobiography is by copying the definition____
- acquire new vocabulary by matching synonyms____
- analyze the elements of non-fiction by reading and answering questions____
- comprehend an autobiography by making generalizations____
- practice generalization, and analyze the autobiography by answering questions____
- express understanding of the autobiography by comparing a poem and through writing or art____
- practice avoiding double negatives by revising sentences____

Nov 21-7:52 AM

Connection

In your spiral notebook, please write a few sentences about the following questions:

- 1.) What might a place called Camp Harmony be like?
- 2.) Why might people go there?



Nov 21-7:52 AM

Preview and Predict

Look at the paintings on pages 647, 648, and 650.

Write a response using the starter:

The first thing I noticed about this painting (for each painting) was...

Answer...

- 1.) What do you think this autobiography will be about?
- 2.) How does this connect with our Essential Questions?



Nov 26-9:21 AM

Historical Background

On page 644 Read the Background (Literature and Social Studies) about for the autobiography.

Nov 21-7:52 AM

Autobiography Definition

In your spiral notebook write down this definition of Autobiography.

Autobiography is a writer's account of his or her own life.

Nov 21-7:52 AM

Vocabulary

At the bottom of pages 646, 649, 650, find the definitions of the following words and match with it's synonym. One synonym can be used twice!

Word	Synonym to match
1. palled	a. mixture
2. tersely	b. fastened
3. glutinous	c. lengthened
4. elongated	d. briefly
5. laconically	e. distressing
6. breach	f. watch
7. medley	g. became boring
8. riveted	h. sticky
9. harrowing	i. open
10. vigil	

Nov 21-7:52 AM

Let's Read!


Camp Harmony on page 645.

Nov 21-7:52 AM

Let's Read

Read pages 656-657 to learn about non-fiction writing.

Nov 26-7:36 PM




Camp Harmony


TRANSPARENCY 24

SKILL MAKING GENERALIZATIONS | STRATEGY SKETCH TO SKETCH

Model



Andy: My drawing is of a Japanese American family bearing the weight of the number 4066 as it is being pressed down on them by a large hand. Even though the number is heavy, the family remains strong and together. The family represents all the Japanese American families that were sent to internment camps. The number represents the Executive Order 9066, and the hand represents the U.S. government. My generalization is that innocent people are victims of other people's lack of trust.




Rebecca: My sketch is of the United States being ripped in two by a giant tear. The tear divides people up into two groups, even though all of them are Americans. The group behind bars represents the Japanese Americans in the camps, and the other group represents the rest of the U.S. population. My generalization is that being an American has more to do with what you believe than with what you look like or where you came from.

ELEMENTS OF LITERATURE

Reading Skills and Strategies | 115

Nov 26-11:07 AM



Camp Harmony

NAME _____ CLASS _____ DATE _____

BLACKLINE MASTER

SKILL MAKING GENERALIZATIONS | STRATEGY SKETCH TO SKETCH

Part 1. Directions: After reading "Camp Harmony" (Pupil's Edition, page 644), use the boxes in the chart below to jot down ideas for your sketch of the selection as a whole. Include key words and ideas from the selection as well as ideas for sketches.

Key Words from Selection	Other Ideas from Selection	Sketch Ideas

Part 2. Directions: Using your notes from Part 1, sketch in the space below a symbolic picture that represents a generalization you made from "Camp Harmony." Then, on the lines provided, write an explanation of your sketch and the generalization you made after reading the selection.

Explanation of Sketch: _____

Generalization: _____

ELEMENTS OF LITERATURE

Reading Skills and Strategies | 114

Nov 26-11:07 AM

Using what you know about non-fiction text, let's answer these questions.

ELEMENTS OF LITERATURE SECOND COURSE **LITERARY ELEMENTS**

Collection Eight We Shall Overcome **TRANSPARENCY 10**

THE ELEMENTS OF NONFICTION

Title of Selection: _____

Author: _____

1. What is the writer's purpose? Who is the audience?	
2. Is the subject important or not? Interesting or not?	
3. What facts does the writer include about the subject? What sources are used?	
4. What are the writer's opinions about the subject? What evidence is used to support the writer's opinions?	
5. What is the writer's tone, or attitude, toward the subject?	
6. Is every part of the essay necessary? How are the ideas presented?	
7. Are the writer's ideas clearly presented? Is the diction clear? Does the writing contain jargon or other difficult kinds of words? any imagery?	
8. What type of nonfiction piece is the selection? Is it autobiography or biography?	

Literary Elements 29

Nov 26-11:02 AM

Camp Harmony Questions

Spiral Notebook

1. Find several details in "Camp Harmony" that describe what the conditions were like in Sone's camp. Use the details to make generalizations about the Japanese American internment camps.
2. Find 2 details in Sone's description of "Camp Harmony" that would be **unlikely** to appear in an encyclopedia entry about the internment camps.
3. What information might the encyclopedia include that Sone's autobiography doesn't.
4. Sone says that she was imprisoned "because some people had little faith in the ideas and ideals of democracy (650). What does she mean? Is she stating a fact or an opinion? Do you agree or disagree with her statement. Explain.

Nov 21-7:52 AM

Read the Poem "In Response to Executive Order 9066" on page 652.

Connect with "Camp Harmony". Think about how the narrator in this poem might react to her first day in an internment camp, based on what they learned in "Camp Harmony".

**Remember Okita's character is only 14- younger than Sone, who is in her early 20's when she goes to "Camp Harmony".

Nov 21-7:52 AM

Final Understanding
Spiral Notebook

Suppose the U.S. government told your family that you had to leave your home and move to a detention center. How would you respond? Suppose the only reason you were given was that your ancestors came from a country at war with the United States. What would you say? Suppose the living conditions at the center were crude and miserable. What would you do? Write your answer in paragraph form, or provide an illustration showing your feelings and reactions.

Think about, as you answer....

***Which conditions at the camps (both) you found most appalling and why?

***Do you think it would have made a significant difference to Monica and her family if the living quarters at Camp Harmony had been luxury apartments? Why or why not?

Nov 21-7:52 AM

NAME _____ CLASS _____ DATE _____

GRAMMAR LINK

Camp Harmony
Monica Sone Pupil's Edition page 655

Avoiding Double Negatives

Jan: A double negative is double trouble.
Suz: Using a double negative is like trying to put both feet in one pant leg.
Yoshi: Why use two negative words when one is enough?

These students are right. The use of a **double negative**, two negative words to express a single negative idea, is nonstandard. Avoid using double negatives in your writing and speaking.

COMMON NEGATIVE WORDS			
barely	never	none	nothing
hardly	no	no one	nowhere
neither	nobody	not (-n't)	scarcely

- Avoid using *barely*, *hardly*, or *scarcely* with another negative word.
NONSTANDARD: The passengers on the bus couldn't hardly believe their eyes.
STANDARD: The passengers on the bus could **hardly** believe their eyes.
STANDARD: The passengers on the bus **couldn't** believe their eyes.
- Avoid using *never*, *no*, *nobody*, *none*, *no one*, *not (-n't)*, *nothing*, or *nobody* with another negative word.
NONSTANDARD: Those aren't no chicken houses.
STANDARD: Those **aren't** chicken houses.
STANDARD: Those **are no** chicken houses.

Frequently, you can avoid the double negative by eliminating either one of the two negative words. This is not always true with a double negative that includes the word *neither*. When you revise a double negative that includes the word *neither*, check to be sure that your corrected sentence clearly expresses your idea.

NONSTANDARD: Henry is disgusted. Monica isn't happy neither. [*Isn't* and *neither* make up a double negative expressing the one idea that Monica is not happy.]
UNCLEAR: Henry is disgusted. Monica is happy neither.
CLEAR: Henry is disgusted. Monica **isn't** happy **either**. [Changing the negative *neither* to *either* avoids the double negative and clearly expresses the idea.]

When revising to eliminate double negatives, be sure that the two negative words express only one idea. If each negative word expresses a separate idea, then the sentence may be correct.

EXAMPLE: **No one** likes the conditions at Camp Harmony, but **nothing** can be done about them. [The negative words in this sentence are used in different clauses and refer to separate ideas. The sentence is correct.]

Copyright © by The McGraw-Hill Companies, an imprint of Pearson Education, Inc. All rights reserved.

Elements of Literature Grammar and Language Link Worksheets 55

Nov 27-8:03 AM

NAME _____ CLASS _____ DATE _____

EXERCISE A Correcting Double Negatives

Revise each of the following sentences. Correct each double negative by eliminating one of the two negative words.

EXAMPLE: Grass wasn't nowhere to be seen.
 Grass was not anywhere to be seen.
 or
 Grass was nowhere to be seen.

- Monica hasn't never seen such a badly equipped apartment. _____
- The one small window doesn't barely allow enough fresh air to enter the apartment. _____
- The two-by-four boards aren't hardly a decent floor. _____
- There isn't a sign of furniture nowhere. _____
- The dining hall is cramped. The food isn't good neither. _____

EXERCISE B Revising Sentences to Avoid Double Negatives

Revise any sentences in the following activity that contain a double negative. If the sentence is correct, write **C** on the line provided.

EXAMPLE: They didn't get no sleep since they were wet. They didn't get any sleep since they were wet.

- The stove provided no comfort and was not safe. _____
- The wall didn't reach to the ceiling, and nobody had no privacy. _____
- Monica's parents hadn't done nothing wrong. _____
- Monica wasn't no Japanese citizen, and neither was Sumi. _____
- Monica couldn't get any sleep until Mama put a curtain over the window. _____

Copyright © by The McGraw-Hill Companies, an imprint of Pearson Education, Inc. All rights reserved.

56 Grammar and Language Link Worksheets Elements of Literature

Nov 27-8:03 AM