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Reflections:

*A Student Response Journal for...*

# *Farewell to Manzanar*

*by Jeanne Wakatsuki Houston*

*& James D. Houston*

written by Jill Geisler

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*Farewell to Manzanar*

## To The Teacher

In order to allow the teacher maximum flexibility in his or her approach, we have grouped the prompts by sections. The teacher may, therefore, assign specific prompts or allow the students to select one or more prompts from each section

For *Farewell to Manzanar*, we also have these materials:

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The teacher should be aware that Jeanne Wakatsuki Houston and James D. Houston's autobiography, *Farewell to Manzanar*, contains derogatory racial titles such as "Japs" to develop historic societal undertones. The autobiography also contains the word "hell" in dialogue to develop characterization.

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## *Response Journal*

### **To The Student**

Although we may read a novel, play, or work of non-fiction for enjoyment, each time we read one, we are building and practicing important basic reading skills. In our ever-more complex society, in which reading has become more and more crucial for success, this, in itself, is an important reason to spend time reading for enjoyment.

Some readers, however, are able to go beyond basic reading techniques and are able to practice higher thinking skills by reflecting on what they have read and how what they read affects them. It is this act of reflection—that is, stopping to think about what you are reading—that this journal is attempting to encourage.

To aid you, we have included writing prompts for each section; however, if you find something that you wish to respond to in the book more compelling than our prompts, you should write about that. We hope you enjoy reading this book and that the act of responding to what you have read increases this enjoyment.

After you read the indicated sections, choose the questions to which you will respond. Keep in mind that there are no right or wrong answers to these prompts, and there is no one direction in which you must go.



\_\_\_\_\_

[illegible]

## **F o r e w o r d**

1. Before beginning the story, you are exposed to much information about *Farewell to Manzanar*. After reading the back of the book, the “About the Authors” page, the quotations at the front, and the forward, generate a list of words or phrases that stuck in your head. Use this list to predict the plot of the story.

## **P a r t 1**

### **Chapter 1** **“What is Pearl Harbor?”**

2. The author describes the return of the fishing boat fleet as an eerie and worrisome event. In all her years of watching Papa sail from port, she had never seen such an event occur. The author and the other women have many unanswered questions as the ships approach. Write a conversation that may have occurred between the author and her mother on this day. It may begin as follows:

**Jeanne:** Look, Mother, I think the ships are returning!

**Mother:** This is very strange . . .

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## *Response Journal*

3. As the reader, you take on the point of view of the women watching the ships' departures. But this is not an ordinary departure:

"They kept floating out there, suspended, as if the horizon had finally become what it always seems to be from shore: the sea's limit, beyond which no man could sail. They floated a while, then they began to grow, tiny gulls becoming boats again, a white armada cruising toward us."

Change the point of view, and put yourself in the character of Papa. Imagine there is a telegram or text message service available to you on the ship. Send your family a short note, one to two sentences, telling them why the ships are turning around.

4. Though the author is young, she vividly recalls her mother's emotional state during the time after the bombing of Pearl Harbor. Mother's reactions range from not worried to extremely worried as problems escalate between father and the government.

Put yourself in Mother's perspective, and write a journal entry describing your feelings while your husband is away. What do you fear most? What brings you relief in these hard times?



## **Chapter 2**

### **Shikata Ga Nai**

5. When the author changes locations, she has major problems adjusting. One significant reason is due to her “irrational” fear of people of Chinese descent. “My fear of her ran so deep I could not speak of it, even to Mama, couldn’t explain why I was screaming.” The author, later in life, links this fear to a fictional story her father often shared when she was young.

Search your inner-psyche for an irrational fear. Analyze why you may feel this way. Write the author a friendly letter explaining your analysis and comparing your situation to her situation as a child.

6. As Jeanne describes her new neighborhood, the reader becomes aware of the deep fear she and her family were constantly feeling while living at Terminal Island. There were poor living conditions, gang-like activities among the youth, and still a lack of knowledge about their father, the head of the family.

Use the letters of Jeanne’s new home, Terminal Island, to describe the life her family is living at this place. And then use the letters of Jeanne’s old home, Ocean Park, to describe her former life. You may want to use these descriptions to start:

T rying to function without Papa  
E veryone lives in constant fear  
R  
M  
I  
N  
A  
L  
I  
S  
L  
A  
N  
D

O wn place to live  
C ommunity feeling  
E  
A  
N  
  
P  
A  
R  
K

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## *Response Journal*

7. Of all of the changes occurring as a result of the move to Terminal Island, the most memorable to Jeanne is the differences between her old teacher in Ocean Park and her new teacher. Her Ocean Park teacher was an active part of the community, “grandmotherly,” and loving. Jeanne’s new teacher, on the other hand, is cold, “remote,” and unwilling to help her when she has questions concerning her schoolwork.

Pretend that you are Jeanne and write a letter to an old friend who is still living in Ocean Park telling her about your new school, new teacher, and what you miss about your own home.

8. The Wakatsukis had to part with many of their favorite material possessions as they shifted from home to home after Pearl Harbor. One of Mama’s most valuable possessions was her set of blue and white china. As the family is forced to move from Terminal Island, Mother considers selling her china for some extra money. When a man starts to barter for her set, she ends up throwing the whole set, piece by piece, on to the floor, breaking every piece.

Explain to a classmate who is confused why Mama would violently destroy her most valuable possession piece by piece.

9. When the family chooses to move to Manzanar to avoid the constant relocation from ghetto to ghetto, they are tagged and put on a long bus ride. It is a solemn ride out of Los Angeles County, and very few people are talking on the bus. As the transportation arrives at Manzanar, herds of residents approach the bus to see the new arrivals.

Jeanne lightens the mood as the bus arrives by opening the window and yelling to the residents, “Hey! This whole bus is full of Wakatsukis!” Envision a photograph taken of little Jeanne yelling out the crowded bus window to the worried residents of Manzanar. Write a caption for this picture that might have appeared in the Manzanar newspaper. Try to cover all of the five W’s (who, what, when, where, why) when writing your caption. If you can, include the one H, (how).

## **Chapter 3**

### **A Different Kind of Sand**

10. With Papa gone, the family has to adjust to their new home without the head of their family. At the start of this chapter, the family begins to reestablish roles when Woody takes charge of fixing up the barracks. Woody has a very different personality than father; however, his spunky leadership style is just what the family needs during their transition to life in Manzanar.

Imagine you are Jeanne giving a speech at Woody's wedding, years from now. What would you say about his ability to be the head of his new family?

11. Woody's character, Jeanne's brother, is established during this chapter. He is often the joker of the family, lightening the mood of the darkening hardships the family must face. One such hardship is the adjustment to the food at Manzanar. The Wakatsuki family has always eaten a traditional Japanese diet. Now they are forced to eat a poorly researched Japanese diet, which mixes and matches unconventional foods.

At the end of chapter three, Woody lightens the mood by making fun of the cuisine at camp. Explain to a classmate who doesn't understand what the humor is in Woody's closing comment: "No." Woody grinned, heading out the door. "Rice. With Log Cabin Syrup and melted butter"

## **Chapter 4**

### **A Common Master Plan**

12. The Wakatsuki family must make many physical and social adjustments as a result of moving to Manzanar. It is an endless cause and effect cycle in which they have little control over either one.

Fill in the cause and effect chart below, and add your own as you reflect on this chapter.

**Cause:** It was a much colder climate at Manzanar than in Southern California.

**Effect:** The family could not wear their regular clothes. Instead they wore military surplus from the First World War.

**Cause:**

**Effect:** Jeanne and others were constantly sick with stomach craps and diarrhea.

**Cause:** The refrigerators kept breaking down in the summer heat.

**Effect:**

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*Farewell to Manzanar*

13. The camp tested everyone's expectation of privacy; however Mama seems to react the hardest because of her inherited emphasis on personal alone time. One situation that was extremely difficult for Mama to adjust to was the situation of the restrooms. She is extremely grateful when another older woman gives her a giant soapbox to use as a restroom stall. Mama thanks her a great deal; however words cannot fully express her gratitude at this kindness.

Imagine if Mama found this older woman's email address years after leaving Manzanar. She may still remember the kindness displayed by this stranger and feel that she can better express her gratitude looking at this event in retrospect. Take on the role of Mama, and send the older woman an email reflecting on the hard times spent at Manzanar and what her act of kindness and cooperation means to you years later. It may begin as follows:

**From:** Mrs. Wakatsuki  
**To:** An old acquaintance  
**Date:**  
**Subject:** Your Kindness at Manzanar

Dear Old Friend,

## **Chapter 5**

### **Almost a Family**

14. At the start of this chapter, Jeanne reflects on how life is different for her family since the bombing at Pearl Harbor. One memory etched in her mind is that of sitting around the giant dining room table with the whole family at dinnertime. There were certain rituals and routines performed within the family during each meal. Now, as the family lives at Manzanar, they eat at separate times, often eating with friends rather than family.

In list form, compare and contrast the family life of the Wakatsukis before Pearl Harbor with their life after Pearl Harbor. Then write a one sentence explanation describing what the greatest difference is.

15. All different types of people are in attendance at Manzanar. Most are of Japanese origin; however, Jeanne does describe the few white faces around the camp. When the change of season comes upon the camp, more people start congregating outdoors.

“Once the weather warmed up, it was an out-of-doors life, where you only went ‘home’ at night, when you finally had to: 10,000 people on an endless promenade inside the square mile of barbed wire that was the wall around our city.”

Generate a list with a short description, two to three sentences, of the people Jeanne meets during the summer months at Manzanar.

Example: The tall, broad neighbor woman who wore an Aunt Jemima scarf: She had an adopted Japanese girl with her Japanese husband. She always wore scarves to hide her hair, so that others would not notice she was half black. If she were noticed, she may have to be separated from her family.

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16. At her last place of residence, Jeanne feels uncomfortable at school. It is not a place she enjoys attending each day. At Manzanar, she does not have this attendance dilemma, because there is no school with required attendance. With no regular school to be present at, Jeanne begins to attend “Children’s Village,” a Catholic education program. Though Jeanne is not Catholic, she seeks this organized recreation program to help her pass the days living in the camp.

Imagine you are in Jeanne’s situation. You have been moved away from your friends into a more restrictive and rustic community. You do not have a required school to attend each day. What would you do to occupy your time? Do you think you would have a need for information such as young Jeanne felt? Would you organize your own club, group, or program? Write an essay on how you would plan to keep busy in your new community.

17. As Jeanne reflects on her attendance at “Children’s Village,” she analyzes her own family’s religious beliefs:

“Culturally, we were like those Jews who observe certain traditions but never visit a synagogue. We kept a little Buddhist shrine in the house, and we celebrated a few Japanese holidays that were religiously connected—the way Christmas is. But we never said prayers. I had never been inside a Buddhist church.”

Though the Watkatsukis did not regularly practice a religion, Papa was against Jeanne’s baptism into the Catholic faith; he stepped in to stop it. Write an explanation to a classmate; explaining why Papa would have such a problem with Jeanne converting, even though she didn’t practice Buddhism.

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*Response Journal*

18. Papa's return at the end of this chapter causes a multitude of emotions from the members of the Watkatsuki family. Most of the family is present when his bus pulls up to Manzanar including: two of Jeanne's sisters who were pregnant, Woody, Granny, Mama, Jeanne, and a dozen other family members. They all watch in a long silence as Papa exits the bus. Young Jeanne breaks the tension by running up to her father and giving him a hug.

Choose one of the family members, excluding Jeanne, present at Papa's return, and write a diary entry describing the events that took place. What did you see? What did you hear? What emotions were running through your head? What emotions did you think were running through other family member's heads?



## **Chapter 6**

### **Whatever He Did Had Flourish**

19. This chapter focuses on Papa's life and the trials and tribulations he's faced. It helps the reader understand his sometimes-abrasive attitude by taking the reader from his childhood in Japan to life at Manzanar.

If you were writing Papa's biography, what would you title a few chapters. Try to list ten. We have supplied one as an example.

**Chapter**

**Title**

1. Japanese by Birth

20. Mama and Papa's early relationship was a bit of a love story. She was a beautiful young woman with distinct Japanese features. He was Japanese traditionalist with big dreams of establishing himself in American society. Mama's family discouraged their relationship; however, this did not stop the young lovers from finding each other and creating a life of their own.

Envision Mama and Papa at the start of their relationship. Use what you know about Papa's personality, aspirations, and family background to compose a possible love letter to Mama. How did he convince her to run away with him? What did he say or do to persuade her to ignore her family's objections? What hopes or dreams does he have for her as they build their future together?

21. One reason Mama's family objected to her being with Papa was that she was the only daughter in the family. Because there were few women with such distinct Japanese features living on the island, she was courted heavily by many men of the area. She had a multitude of choices when it came to a husband, and the family would only permit the best to court her seriously. Papa had neither family stature, nor money. In fact, he had a habit of borrowing money, thus constantly pulling himself deeper into debt. Write a dialogue that may have taken place between Mama and Grandma during Papa's courtship period. It may begin as follows:

**Grandma:** Who is this Wakatsuki Ko you are dating?

**Mama:** He is...

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## **Chapter 7**

### **Fort Lincoln: An Interview**

22. In this chapter, we get a glimpse of what life was like for Papa when he was taken for interrogation at Fort Lincoln. Papa's true personality is revealed with this interviewer as he arrogantly dodges questions and frequently reverses the roles, asking the questions rather than answering them himself. The chapter ends with Papa answering the question of where his allegiances lay in the war, with Japan or with America. He answers in a metaphor: "When your mother and your father are having a fight, do you want them to kill each other? Or do you just want them to stop fighting?"

Put yourself in the role of the young interviewer for the American government. How does Papa's answer make you feel? How does it help you realize the dilemma of so many Japanese Americans? What is your reaction to Papa in general? Compose a report to your supervisor telling them about your day's interview and your assessment of Papa's loyalty.

## **Chapter 8**

### **Inu**

23. Papa's return to the family was anticipated as a relief from some of Manzanar's hardships; however, it becomes just the opposite as Papa becomes a recluse in the already crowded barrack. He continues his destructive drinking habit by making homemade alcohol from the extra rice and syrup served in the mess halls. The combination of the gossip spread by other residents about Papa being an "Inu" and the crippling affects of the alcohol cause Papa to often become abusive to Mama.

This chapter describes one night in which the children truly believe Papa will kill Mama; however, Kiyo, one of the youngest, stops Papa's abuse by punching him in the face. Kiyo does not stay in the Wakatsukis' barrack for weeks after this event. Imagine you are an advice columnist, and Kiyo asked you whether he should return to the family barracks. Write a paragraph responding to him.

## **Chapter 9**

### **The Mess Hall Bells**

24. The tensions at Manzanar finally come to a peak in December. A combination of events including arrests, sickness, and poor living conditions result in a colossal riot within the gates of the camp. The Wakatsuki family stays safe during this time by confining themselves to the family barrack; however, they are still aware of the madness that is occurring outside their windows.

Use Jeanne's description of the events that occurred on that night in December to write a newspaper article for the fictional Manzanar Newspaper. Make sure that the five W's (who, what, when, where, why) are answered in your article.

## **Chapter 10**

### **The Reservoir Shack: An Aside**

25. The issue of trust and betrayal is profiled in this chapter as Jeanne describes an incident with her brother Kaz. Kaz is thought to be a traitor to the other residents of Manzanar when he is permitted to be a foreman for the reservoir. One reason for this is that he is allowed to leave the camp occasionally in order to fulfill his guard duty. On the night of the riot, he is given a pickax to use as a weapon if the rioters come near the reservoir. In the middle of his duty, he is attacked and threatened by Americans patrolling the camp, even though these are the people Kaz is protecting the reservoir for. He explains his position, and the patrolmen let him be; however, Kaz realizes that neither side does truly trusts him.

Imagine later that night Kaz e-mails, telling you about the false accusations that have occurred that night. He also expresses that he feels like no one is on his side. Respond to his e-mail by empathizing with his situation and sharing a situation in which you were wrongly accused or mistrusted.

## **Chapter 11**

### **Yes Yes No No**

26. One of the big issues in this chapter is that of the Application for Leave Clearance of 1943. In it, Manzanar residents are asked if they would be willing to serve in the Armed Forces for the United States and if they will “swear unqualified allegiance to the United States of America ...forswear any form of allegiance or obedience to the Japanese.” One character who particularly has to address this application is Woody. Answering a Yes Yes has severe consequences, as does answering a No No.

Create a pro and con list for the Yes Yes and the No No response that Woody may have formed prior to his argument with Papa. List the consequences associated with each answer. Then make a choice as to which answer, Yes Yes or No No, would be the best to check on the application. Use the list to defend and support your choice.

27. In the chapter, Papa’s character changes from a drunken recluse to an active member of the community. He feels a social responsibility to share his opinions and experience at a meeting discussing the Yes Yes and No No vote for the Application for Leave Clearance. His high aspirations of changing the attitudes of the residents for their own good backfires when he ends up fighting another resident for whispering “Inu.” Papa is pulled off the other man, and the sandstorm hits before the meeting solves any of the issues.

Though the reader does not know exactly what went on at the meeting, many speculations could be made using Papa’s life experiences and outspoken opinion as support. Speculate what ideas or words Papa may have used when speaking to the residents of Manzanar about the Yes Yes or No No vote. Write out the possible speech that Papa gave on this night.

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## *Response Journal*

28. As the sandstorm hits camp, the residents are forced into the barracks for the night. It is a tense time for the Wakatsuki family as Papa copes with his emotions after the fight at the Yes Yes No No meeting. At first, he sits in silence for a long period of time. Later, another woman comes into the barrack. While she and Papa reflect on life in Japan, they start to sing the Japanese national anthem. Jeanne describes this tune as, “a hearty or a plaintive tune, depending on your mood.” She later remarks, “From Papa, that night, it was a deep-throated lament.” Tears begin to roll down Papa’s face as he envelopes himself in the melody.

Create a diary entry for Papa that night. In the chapter, he never expresses how he is feeling in words; however, his actions give extreme indications of what he is thinking. Reflect on these actions as you write from his point of view.

29. The life of the Wakatsukis changes greatly during part one of the book. The bombing of Pearl Harbor starts a sequence of life-changing events that are beyond the family’s control.

A haiku is a form of Japanese poetry that often presents a picture in nature. The poem is a total of three lines in length. The first line consists of five syllables, the second line has seven syllables, and the last has five syllables, again. Instead of presenting a picture of nature, use the haiku to present a summary of the overall mood of the Wakatsuki family in part one of the book.

## **Part Two**

### **Chapter 12 Manzanar, U.S.A.**

30. The beginning of Part Two sheds a better light on Manzanar. With many families taking advantage of their chance to leave the camp, better housing options are offered to those who remain. Once the Wakatsuki family moves into block twenty-eight, near the pear orchards, their living conditions begin to improve. As Jeanne states at the start of the section, “That’s where we stayed until the end of the war, and those trees stand in my memory for the turning of our life in camp, from the outrageous to the tolerable.”

Pretend you are Jeanne in the present time looking at two photos, one of your first barracks at Manzanar and one of the second. Write a paragraph comparing the two places.

31. The end of this chapter describes the yearbook for students attending school at Manzanar. It was just like any other yearbook with pictures of students in seventh grade through high school. The yearbook reported on clubs, the school play, the school band, and other seemingly normal activities. Despite the normal façade of this yearbook, the fact still remained that many of Manzanar’s residents felt like prisoners, held hostage by their own country.

Recall a time when you have received a yearbook. A common practice is to take your book to your friends or teachers so that they may write you an end of the year wish to keep as a memory of the year past. Imagine you are a resident at the Manzanar School. You have received your yearbook, and you are just about ready to have your friends write you some wishes. You will also be writing wishes for your friends. Generate some short sample responses that you may receive. Also generate a general response that you would write to your friends. Consider what you hope for your future, what you hope for your friends’ futures, and what you see of life after and during camp when composing your note.

## **Chapter 13**

### **Outings, Explorations**

32. One topic repeatedly brought up in this section is how much Jeanne and other Manzanar residents enjoy going for hikes in nature. The young students are taken out on a camping trip, Papa takes long walks along the creeks, and some of the older students explore around the Sierras. Explain to a classmate who doesn't understand why these nature explorations are so important to Jeanne and other residents of Manzanar.
33. The residents of Manzanar begin to have more options for activities as time passes. Besides the regular school activities, classes such as singing, acting, trumpet playing, tap-dancing, needlework, judo, kendo, ballet, and baton twirling are being offered to the youth. Jeanne samples some of these activities, and finds that baton twirling is her knack, though she cannot explain why.

Imagine that you are a student living at Manzanar. The government officials in charge of the camp are setting up a forum for residents to petition for classes or activities to be offered in camp. What activity would you present to the board? Why do you want to have this activity? Prepare a short persuasive speech that you would present to the board in support of your activity.



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34. Ballet is a graceful, beautiful, and elegant, form of dance. However, Jeanne constructs a very different image of the dance genre when she goes to her first ballet instruction at camp. The image of the overweight teacher, past her prime, sliding and spinning on the splintered barrack etches an awful impression of the dance in her mind.

Below is a Syllable Cinquain poem describing the traditional impression of ballet. Follow the format in parenthesis to create two poems of your own. They can be on any topic or idea.

Line 1: (Title-two syllables)	Ballet
Line 2: (Description of title-four syllables)	A graceful state
Line 3: (Action about the title-six syllables)	Leaping, twisting, twirling
Line 4: (Feeling about the title-eight syllables)	Beautiful, awesome, intriguing
Line 5: (Synonym for title-two syllables)	Dancing

## **Chapter 14**

### **In the Firebreak**

35. Carrying over into the start of this chapter are Jeanne's feelings toward Papa's decision not to let her be confirmed into Catholicism. At the end of the chapter, a younger Jeanne is tossing her baton into the air to release her frustrations.

"I hated Papa, for weeks, and dreamed of the white-gowned princess I may have become. Late afternoons, practicing my baton on the firebreak, angrily I would throw him into the air and watch him twirl, and catch him, and throw him high, and again and again."

But at the start of this chapter, Jeanne admits that years later she secretly thanks Papa for postponing her commitment until she could think for herself. Reflect on the younger years of your life, especially on a situation where you wanted to do something, but a guardian objected. How did you feel then? As you have grown older, how have your feelings changed? Describe your situation, your past and present feelings, and compare your life-experience to that of Jeanne's in a descriptive narrative essay.

36. The hospital conditions at Manzanar are far from what we know today. There are supply shortages, frequent deaths, and high anxieties felt by family members when a relative is admitted. One scenario that causes extreme anxiety for the Wakatsuki family is when Eleanor, the oldest daughter of the family, is admitted to have a baby. Mama and Papa take shifts at her bedside day and night. When Mama brings the news of a successful birth for Eleanor and baby, Papa and Mama embrace, cry, and re-create the bond that had been missing for many months after Papa's return.

Create a series of journal entries, by Mama, describing her anxieties, hopes, and emotional reunion with her husband during this week.

## **Chapter 15**

### **Departures**

37. Like many residents of Manzanar, the Wakatsuki family begins to separate as members begin to leave camp. The family member's leaving that has the greatest effect on the group is Woody's. Woody's name comes up for the draft, and despite Papa's objections, he feels an obligation to serve. Jeanne describes Woody's departure as, "...almost like watching Papa leave again." It is an emotionally trying time for the whole family.

Take on the perspective of Woody in the chapter. You know how your leaving will impact the family, but words spoken out loud cannot comfort them during this time. Write a letter that the family will find after the bus has left camp. As you write the letter, showcase Woody's lighthearted personality, along with the always comforting sense of security he gives his family.

## **Chapter 16**

### **Free to Go**

38. Years after the Wakatsuki family arrives at Manzanar, lawsuits are filed against the American government. The effect of these suits leads to the closing of the relocation camps all over the country. In reading this story, the author describes Manzanar, one of many Japanese relocation camps throughout the United States during World War II. Her words give vivid images of what life was like as a resident; however, it is said that a picture can be worth a thousand words.

Use the Internet to research Japanese relocation camps during World War II. You may want to use key search words such as: Executive Order No. 9066, Tule Lake, Topaz, or Manzanar. For each site, story, or picture that catches your attention, write a reflection of your observations and feelings.

39. As the final dates for the closing of Manzanar are set, Jeanne recalls a deep feeling of anxiety about leaving the camp. For the majority of the war, the Japanese were thought to be the country's biggest enemy. The rumors of racial hate crimes in the "outside world" strike fear into the hearts of many residents, Jeanne included. Many family members choose to move to the East Coast where racial crimes and discrimination are not prevalent, but deep in their hearts they know that Papa would never leave his home territory on the West Coast to join them.

Write a telegram sent by Bill and Francis on the east coast to Papa and Mama at Manzanar trying to convince them to join them in New Jersey. Remember that telegrams charge for each word. Your limit is twenty words.

## **Chapter 17**

### **It's All Starting Over**

40. Originally, the camp was a place where the residents felt contained, and now that it is closing many, including Papa, do not want to leave. The fear of the outside world, and knowing there is nothing left of the life they once had, paralyzes the family to stay in Manzanar well past the requirement.

Create an editorial, written by Papa, to the fictional Manzanar newspaper, explaining why he and his family continue to reside at the camp despite the upcoming closing.

41. As Papa and Mama argue about leaving the camp, Papa has an idea of how they can survive on the outside. The fears of many residents regarding future housing and income lead Papa to brainstorm a possible business venture. He speaks of organizing a type of cooperative, one that will design housing projects for other relocation camp residents entering the outside. Men can earn money by building the houses, and former residents will have homes.

Design a flyer for Papa's business idea that could be posted around Manzanar in hopes of attracting others to his cause. It should catch people's attention, but more importantly, it should give all of the essential information of his idea.

42. The ending of World War II brought a definitive answer to whether the internment camps would remain open. The atomic bombing of Hiroshima and Nagasaki brought on this ending. The nuclear bombs were catastrophic events throughout the world. Nothing like this had ever been done before. The results were shocking, and so powerful that they would change the world forever.

Use the Internet or reference books to research the bombing of Hiroshima and Nagasaki. As you view pictures, stories, and different web sites or articles, keep a reflection journal to write down your observations and feelings.

## **Chapter 18**

### **Ka-ke, Near Hiroshima: April 1746**

43. In this chapter, the reader follows Woody as he visits Papa's family in their native Japan. As Woody converses with his Aunt Toyo, she points out Papa's gravestone and states, "Your father was buried here in 1913." This confounds Woody for a moment.

Explain to a classmate who is also very confused why the family says that Papa was buried in Japan in 1913, despite him being alive in California during World War II.

44. Woody has postponed his trip to his father's homeland for many reasons. A few reasons include: possible resentment toward him because his is American, fear of how the bombing at Hiroshima affected his distant family, and fear of how he would be treated as Ko's son. These fears are resolved when he finally visits Japan and makes a connection with Papa's relatives. At the end of his trip, Woody has a greater appreciation for who his father really is and why he has made certain choices in his life.

Reflect on members of your own family. Think of a family member who you would like to know more information about. Consider how this background information would help you, like Woody, to understand this person better. Create an interview for a family member regarding this person's past. You may interview the actual person or interview other family members to get your information. Write a summary of the interview and a realization of how the interview helped you to understand this person better.

## **Chapter 19**

### **Re-entry**

45. When it was time to leave Manzanar for certain, Papa refused to leave by the buses financed by the government. He, instead, hurried to a nearby town to buy a car for the family to travel in. Mama does not see the sense to his decision; however, she goes along with it anyway. It takes two trips to get the family and all of their belongings out of the camp using the blue Nash sedan as transportation.

Use what you know about Papa's personality to write a dialogue that may have occurred between Mama and Papa on the issue of transportation out of the camp.

46. Jeanne's fear of the outside world, racial discrimination, and hate are realized fully when the family's car passes a row of signs saying, "JAPS GO BACK WHERE YOU CAME FROM." Her fears cannot be comforted by her mother's confusion as to why there is so much hate in the world. Taking on the role of young Jeanne, write a journal entry about your departure from Manzanar into the outside world.

47. The Wakatsukis fare better than some other internment camp residents when they return to the west coast. They are housed in an apartment rather than the rumored Japanese ghettos. Their troubles are not fully solved; however, as they find out their most prized belongings, the anniversary gifts, the car, and Papa's prized fishing boat, have been stolen or repossessed.

Reflect on the physical possessions that you have in your life. Write a connection to the Wakatsukis' experience by stating what physical possession you would most hate to lose forever. Explain why this possession ranks above all others on your list.

## **Chapter 20**

### **A Double Impulse**

48. The experience of going to a school on the outside after living at Manzanar for so long was a huge change in Jeanne's life. Now in sixth grade, Jeanne is welcomed by her teacher and treated fairly by her classmates. Jeanne has a memorable experience when she stands up to read for the class. One girl responds to her reading with, "Gee, I didn't know you could speak English." Though the girl did not mean any malice in her comment, this statement reminds Jeanne she is not the same as the other students.

At the time, Jeanne did not know how to respond. Years later she wishes she would have asked the girl the reason for the comment and explained her heritage. Have you ever made assumptions that turned out not to be true about someone based on a difference that you perceived? How did the person react? How did you feel? Write a paragraph describing the incident.

49. As Jeanne finds her place in her new neighborhood and school, she begins to make friends. One person she forms a close relationship with is Radine. Though Radine's mother rejects the idea of Jeanne becoming a part of the Girl Scouts due to her race, Radine becomes a loyal friend who stands up for Jeanne as they go through middle school. If other students stare at Jeanne because she looks different, Radine yells at them and affirms Jeanne's citizenship. Despite the fact that this is sometimes embarrassing for Jeanne, she appreciates this boisterous support from her friend.

As Jeanne, send Radine a thank you note for what she did. Express how you feel.



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*Farewell to Manzanar*

50. While living at Cabrillo Homes, Mama becomes the financial provider for the family by working at the cannery. Papa's venture at forming a housing cooperative failed, due to a lack of investors. This adds to Papa's continual downward spiral that began with his arrest after Pearl Harbor.

Create a chart listing the "blows to Papa's ego" leading him to the state he currently is in at Cabrillo Homes.

51. Jeanne is similar to other teenagers in that her parents often embarrass her. At the end of this chapter, she recalls a scholarship program at which her embarrassment reaches its peak. Many factors lead to her mortification including: her parents being overdressed, her father being unfriendly, her mother being too friendly, and most of all her father bowing Japanese style, instead of waving to the crowd.

Make Jeanne feel better about her humiliation by writing her an email explaining a time when your family embarrassed you. Compare your situation to hers as you try to comfort her.

## **Chapter 21**

### **The Girl of My Dreams**

52. Though Jeanne and Radine are the best of friends during middle school, twirling batons in parades together and forming many similar values, their friendship begins to disappear as the girls get older and enter high school. Radine finds herself included in activities such as sororities, having dates to dances, and becoming a song girl, while Jeanne finds herself excluded from these opportunities due to her race.

Create a timeline of significant events in Jeanne's life and Radine's life beginning from the first day they met in sixth grade and continuing until Jeanne moves away her senior year.

## **Part 3**

### **Chapter 22**

#### **Ten Thousand Voices**

53. In this last chapter, Jeanne fully reflects on how living at Manzanar truly changed her life. She overcomes many obstacles in the end, becoming the first in her family to graduate from college and the first to marry outside of her race. She has children of her own when she finally decides to visit the ruins of Manzanar to make peace with the place.

As she explores the ruins of her former home, watches her children frolic in the country, and remembers the past, she claims to hear whispers and the murmurs of all the souls who once inhabited the camp. Her last recollection is of Papa bringing the dilapidated car into camp, driving it wildly, and arrogantly waving to the residents waiting for departure by bus. Explain in a paragraph how this last scene is symbolic of the Wakatsuki family's struggle throughout the novel and of Jeanne finally becoming at peace with the place.

## Wrap-Up

54. The title of this story, *Farewell To Manzanar*, is most explained in part three of the novel. What is the significance of the novel? Create an alternate title, and generate a defense for why it may be a better choice.
55. This novel is an autobiography. It is a true story written by the character of Jeanne Wakatsuki. If you had a chance to speak with the author, what questions or comments would you share with her?
56. *Farewell To Manzanar* is a serious novel. You are probably aware of other novels that you have read which have another tone or emphasis other than seriousness. Below is a list of these. Number your preference as to which qualities in a novel you prefer. When you finish numbering them, give reasons for why you have numbered your first and last preference the way you did.

### Types of Novels

- |                       |                       |
|-----------------------|-----------------------|
| 1. Serious            | 2. Humorous           |
| 3. Historical Setting | 4. Modern Day Setting |
| 5. Science Fiction    | 6. Other (Name it)    |
57. Usually, when a book is made into a movie, some scenes from the novel are deleted or altered to appeal to a visual audience. Imagine Jeanne Wakatsuki approaches you about making a movie of her autobiography, *Farewell to Manzanar*. She wants this movie to tell her story as true to the book as possible. How would you go about it? On what events from the novel would you focus your movie? What rating (G, PG, or PG-13) would you need to give it and why? Write an outline for your movie version of this book, and write a few paragraphs explaining why you deleted or added certain elements.

## **Notes**

## Test

1. How does the bombing of Pearl Harbor immediately affect the Wakatsuki family?
  - A. Jeanne cannot go to school with her friends.
  - B. Papa must turn his boat around and must stop fishing.
  - C. Woody is drafted into the army.
  - D. Mama must sell all of her belongings.
2. What does the common Japanese saying “Shikata Ga Nai” mean?
  - A. “Curse America”
  - B. “Long Live Japan”
  - C. “Fight for What is Right”
  - D. “It Cannot Be Helped”
3. The Wakatsuki family consisted of
  - A. Mama, Papa, Jeanne, and Woody.
  - B. Mama, Papa, and Jeanne.
  - C. Mama, Papa, and ten children.
  - D. Mama, Papa, Jeanne, Kaz.
4. Papa did not accompany the family to Manzanar immediately because
  - A. he was going to guard their home in southern California.
  - B. the American government had him detained as a suspect.
  - C. he fled back to his native Japan.
  - D. he was injured in a fishing accident a month earlier.
5. Papa was referred to as an “Inu” when he returned to camp. How did this make him feel?
  - A. proud
  - B. triumphant
  - C. angry
  - D. honored

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*Response Journal*

6. Woody responded to the War Relocation Authority Application for Leave Clearance by answering
    - A. Yes No.
    - B. No No.
    - C. Yes Yes.
    - D. Nothing; he refused to fill it out.
  7. During the December Riot at Manzanar, the Wakatsuki family
    - A. hid in their barracks until it was over.
    - B. burned down the mess hall.
    - C. escaped into the Sierra Mountains.
    - D. stole extra food for the young family members.
  8. Which activity was not offered at the later Manzanar camp?
    - A. cheerleading for Manzanar High School
    - B. ballet lessons for teens
    - C. nature walk/explorations for all ages
    - D. citizenship classes for native Japanese residents
  9. What did Jeanne want to do at Manzanar, but Papa strongly protested?
    - A. Jeanne wanted to dye her hair blond for the school play.
    - B. Jeanne wanted to keep a kitten as the family pet.
    - C. Jeanne wanted to learn about Japanese history.
    - D. Jeanne wanted to be baptized Catholic.
  10. What activity did Jeanne learn at Manzanar and continue though high school on the outside?
    - A. baton twirling
    - B. competitive swimming
    - C. ballet dancing
    - D. competitive debating
  11. When it came time to leave Manzanar, how did the Wakatsuki family depart?
    - A. They departed by riding the government-financed bus.
    - B. They departed in an airplane to the East Coast.
    - C. They departed in a dilapidated car that Papa bought.
    - D. They departed by walking to the nearest California town.
-

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*Farewell to Manzanar*

12. As Jeanne begins sixth grade on the outside, she is surprised her first day because
- A. there are hate banners outside of the school saying, "No Japanese."
  - B. a girl is amazed that Jeanne can speak English.
  - C. she is so much more academically advanced than all of her classmates.
  - D. she is so academically behind all of her classmates.
13. What characteristic did Jeanne and Radine not have in common?
- A. They both were in the same grade at school.
  - B. They both were baton twirlers.
  - C. The both lived in the same apartment complex.
  - D. The both were of Japanese heritage.
14. What words best describe an adult Jeanne as she visits the Manzanar ruins?
- A. haunted, joyful, and excited
  - B. angry, embarrassed, and outraged
  - C. haunted, reflective, and at-peace
  - D. sad, depressed, and embarrassed
15. Which one of the following was not one of Jeanne's life accomplishments?
- A. She became her high school's carnival queen.
  - B. She became a senator for the state of California.
  - C. She was the first from her family to finish college.
  - D. She was the first from her family to marry outside of her race.
16. Which of the following statements about Papa is true?
- A. Papa is Issei because he is the oldest son in his family.
  - B. Papa drinks because the other people in camp think he has worked with their captors and is an Inu.
  - C. Papa's dream after the war is to own his small grocery store instead of always working for someone else.
  - D. Papa does not love Jeanne's mother. In fact, he feels burdened by her and their ten children.

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*Response Journal*

17. The Japanese National Anthem is a proverb because
- A. it demonstrates Papa's loyalty to both America and Japan.
  - B. it helps establish the deep ancestral roots Jeanne's family has with Japan.
  - C. it tells the story of endurance, which Papa can interpret as a personal credo .
  - D. its meaning is passed down from generation to generation.
18. Jeanne tries to maintain her American lifestyle even when the family is living surrounded by other Japanese-Americans by
- A. learning to twirl the baton.
  - B. listening to American swing bands.
  - C. putting on American plays.
  - D. taking ballet lessons.
19. After Manzanar , Jeanne first experiences racial prejudice
- A. from Radine, when Radine expresses her surprise that Jeanne can speak English.
  - B. from the old woman, who spits on Jeanne and Kiyo.
  - C. from the teachers, who do not want her to be the carnival queen.
  - D. from the teacher in Los Angeles, who ignores young Jeanne and will not help her with her work.
20. Jeanne's family leaves the camp by car instead of by bus because
- A. several of Jeanne's relatives are expecting babies, and the bus ride is too difficult.
  - B. there is no room on the bus for her family.
  - C. Papa shakes off his lethargy and takes charge of his family again by buying a car.
  - D. the government will not provide bus service to the West Coast, and Papa refuses to move east.



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*Farewell to Manzanar*

Test  
Student Answer Sheet

Name: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

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*Farewell to Manzanar*

Test  
Answer Key

1. \_\_\_B\_\_\_

11. \_\_\_C\_\_\_

2. \_\_\_D\_\_\_

12. \_\_\_B\_\_\_

3. \_\_\_C\_\_\_

13. \_\_\_D\_\_\_

4. \_\_\_B\_\_\_

14. \_\_\_C\_\_\_

5. \_\_\_C\_\_\_

15. \_\_\_B\_\_\_

6. \_\_\_C\_\_\_

16. \_\_\_B\_\_\_

7. \_\_\_A\_\_\_

17. \_\_\_C\_\_\_

8. \_\_\_D\_\_\_

18. \_\_\_A\_\_\_

9. \_\_\_D\_\_\_

19. \_\_\_B\_\_\_

10. \_\_\_A\_\_\_

20. \_\_\_C\_\_\_

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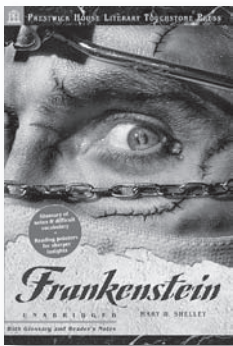
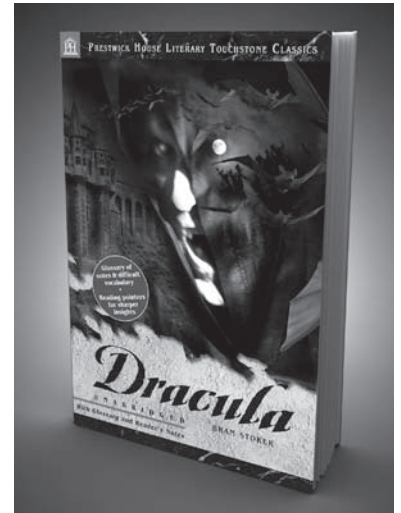
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