

Pearl Harbor
Midway
Surrender of Singapore
Bataan Death March
Military Police
F4F Wildcat
U-Boats
World War Two in Italy
442nd Regimental Combat Team
D-Day
Monte Cassino, Italy
Vosges Mountains, France
General Clark in World War Two
War Criminals
Army Basic Training in the 1940's
Concentration Camps
Purple Heart Medal
Medals won by Nissei

Haiku
Judo
Nissei
Issei
Japanese government in the 1940's
Racism in America
FBI in the 1940's
Japanese culture in the 1940's
Wartime Rumors and Propaganda

Basketball in the 1940s
Blackout rules and regulations
President Roosevelt
Captain Midnight and other radio programs of the 1940's
Clothes and grooming in the 1940's
Charlie Chaplain
Game of marbles
Trains in the 1940's
Censorship

Life Magazine
Gold Star Mothers
Surfing in the 1940's
The Mummy's Hand
Baseball in the 1940's
Tom Sawyer
The Adventures of Huckleberry Finn
Mark Twain
Red Badge of Courage

Pearl Fishing
Farming techniques along the Pacific
Morse Code/Telegraphs
Definition/types of vermin
Japanese Language

White River Valley (west coast U.S.)
Fort Missoula, Montana
San Diego
Klamath Falls, OR
Mount Shasta
Mount Rainier
Seattle, WA
Ontario, OR

Ovaltine
Hershey Bars/Baby Ruth
Coca-Cola in the 1940's
Potatoes
Turnips
Spam
Army food in the 1940's (powdered eggs, canned sardines, oatmeal mush, etc)
Wartime Food Rationing

Seattle Times
San Francisco Chronicle
Embroidery
Decorating with shells
Weather of Northern California
Hyenas
Saint Christopher

Quakers
Remember Pearl Harbor League

Executive Order 9066
Civilian Exclusion Order No. 79
Lt. General J.L. DeWitt
American Legion
Camp Harmony
Pinedale Assembly Area, CA
Loyalty Oath
Moving home after the war
Government apologies for internment
Present day locations of camps

Tule Lake War Relocation Center
Items allowed/not allowed in camp
Jobs available in the camp
Food in the camp
What happened to the No-No's after the war
Houses available in the camp
Tule Lake Camp layout and design
Sports in camp
Clubs and Activities in the camp
Shootings and trouble in the camp
Schooling in the camp
Daily Life (based upon **primary sources**)
Camp rules and regulations
Viewpoints of the guards

Name _____ Period _____ Date _____

While you were reading *Thin Wood Walls*, you came across a term or two that you hopefully found interesting. Perhaps it was a concept that you found intriguing, a place that needs investigation, or a food type that sounded bizarre. Whatever the case, you are going to pick a topic that sounds interesting to you, create a specific question to answer, research and answer your question, create a finished product, and present 10 details about your topic to the class.

1. **Pick a topic.** **Date due** _____

RECORD TOPIC HERE: _____

Teacher's Initials _____

2. **Create a specific question about your topic.** **Date due** _____

FINAL DRAFT OF QUESTION: _____

Teacher's Initials _____ Score _____ out of 2

3. **Using Internet and library sources, research the answer to your specific question.**

Date due _____

Collect and write down at least 10 facts about your topic. These should be detailed and help to answer your specific question. Do not forget to record the place where you found your information. Also, remember that you will be presenting these facts to the class. Present your notes to the teacher before moving on to the next step.

Teacher's Initials _____ Score _____ out of 10

4. **Decide upon and create a finished product.** **Date due** _____

Using the examples presented in class, select a finished product to create from your facts. You may change your mind only once during your research. Remember, appearance, spelling, and grammar count as well as effort.

FIRST IDEA FOR FINISHED PRODUCT: _____

Teacher's Initials _____

5. **Present your finished product to the class with at least 10 facts.** **Date due** _____

Teacher's Initials _____ Score _____ out of 28

Make a poster

Write an essay

Edit a newspaper

Conduct an interview

Design a Powerpoint presentation

Compose a song

Construct a diorama

Make a pictorial timeline

Write a fictional story about one of the characters

Write another chapter of the book

Making A Poster : Thin Wood Walls

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	At least 10 accurate facts are displayed on the poster.	8-9 accurate facts are displayed on the poster.	6-7 accurate facts are displayed on the poster.	Less than 6 accurate facts are displayed on the poster.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others

Research Report : Thin Wood Walls Research Report

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
First Draft	Detailed draft is neatly presented and includes all required information.	Draft includes all required information and is legible.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

HyperStudio/Powerpoint Appearance and Content : Thin Wood Walls

CATEGORY	4	3	2	1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.

Historical Role Play : Thin Wood Walls

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

Timeline : Thin Wood Walls

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct .	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.
Time Use	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.