

WHAT IS MY GRADE 7 STUDENT LEARNING IN MODULE 2?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *Identity in the Middle Ages*

Module 2: *Americans All*

Module 3: *Language and Power*

Module 4: *Fever*

In Module 2, students will explore how we react when faced with war. The World War II experiences of Japanese Americans and Native Americans show how the war affected Americans in different ways. Students ask: How did World War II affect individuals?

OUR CLASS WILL READ THESE TEXTS

Memoir

- *Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston

Novel

- *Code Talker*, Joseph Bruchac

Biography

- “Benjamin O. Davis, Jr.,” Alexis O’Neill

Historical Account

- “Navajo Code Talkers,” Harry Gardiner
- “Pearl Harbor and World War II,” Brandon Marie Miller and Mark Clemens
- “Relocation Camps,” Craig Blohm
- “World War II Internment of Japanese Americans,” Alan Taylor

Articles

- Pearl Harbor Headlines

Music

- “A Beautiful Dawn,” Radmilla Cody

OUR CLASS WILL EXAMINE THESE WORKS OF ART

Photography

- *Manzanar from Guard Tower*, Ansel Adams
- *Photograph of Flag Raising on Iwo Jima, 02/23/1945*, Joe Rosenthal
- *Roy Takeno, outside Free Press Office*, Ansel Adams
- *School Children*, Ansel Adams

Posters

- “Americans All”
- “United We Win”

OUR CLASS WILL ASK THESE QUESTIONS

- What does being Navajo mean to the protagonist of *Code Talker*?
- How does Ned’s Navajo identity provide strength during times of challenge?
- What did the Wakatsukis experience during World War II and how did it affect them?
- How did World War II affect individuals?

QUESTIONS TO ASK AT HOME

As your Grade 7 student reads, ask:

- What’s happening?
- What does a closer look at words and illustrations reveal about this text’s deeper meaning?

BOOKS TO READ AT HOME

- *Eddie’s War*, Carol Fisher Saller
- *Weedflower*, Cynthia Kadohata
- *Wolf Hollow*, Lauren Wolk
- *Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference*, Joanne Oppenheim
- *Navajo Code Talkers*, Nathan Aaseng
- *Courage Has No Color, The True Story of the Triple Nickles: America’s First Black Paratroopers*, Tanya Lee Stone
- *Freedom Flyers: The Tuskegee Airmen of WWII*, J. Todd Moyer
- *Milkweed*, Jerry Spinelli
- *The War That Saved My Life*, Kimberly Brubaker Bradley
- *The War I Finally Won*, Kimberly Brubaker Bradley

- *Hana's Suitcase: The Quest to Solve a Holocaust Mystery*, Karen Levine
- *The Boys Who Challenged Hitler*, Phillip Hoose
- *The Boy on the Wooden Box: How the Impossible Became Possible...on Schindler's List*, Leon Leyson

IDEAS FOR DISCUSSING WORLD WAR II

Watch movies together with your Grade 7 student that depict the experiences of various Americans during World War II, such as *The Diary of Anne Frank*, *Bridge on the River Kwai*, and *The Battle of Midway*. Ask:

- What do the characters' identities mean to them during this difficult time?
- How did the characters' experiences during World War II affect them?
- How did World War II affect these individuals?