

Writing Assignment 2 Outline Advice for Written Portion

- I. Chosen identity. Give your person a name, age, location, etc. if they don't have one of their own.
- II. Written Part I: 3 separate journal entries reflecting your character's life.
 - A. This is you getting into character.
 - B. Each document must reflect something directly related to your character's life.
 - C. Each journal entry should be at least 1 page, typed, and double-spaced.
 - D. Each journal entry should contain properly formatted source citation at the top of the page.
 - E. Each journal entry must contain a summary of events or the ordeal in the document, stated in the words of your character, and then a reflection of your character (historical fiction) to those events.
- III. Written Part II: 3 separate journal entries
 - A. This is you looking at the past world through your character's eyes.
 - B. Each of the five documents comes from *Through Women's Eyes*, unless you've made other arrangements with me.
 - C. You choose 3 different documents from *Through Women's Eyes*. You can pick any documents from this book. They may be relevant to or close in time to the events in the life of your character, or they may just be random documents you find interesting in the book and would like to view through the perspective of your character.
 - D. In the journal entry for each document, you summarize it as your character might have and then reflect on it.
 - E. Each journal entry should be at least 1 page. It should be typed and double-spaced.
 - F. Each journal entry should contain a properly formatted citation at the beginning of the page.
- IV. Written Part III: a formal, 2-page essay, written through your eyes about what best defines American history and culture in the life of the person you studied. Use your sources as evidence, properly cited, to support your argument.
 - A. Must be a formally written, argumentative essay in your voice with in-text citations and a works cited.
 - B. Use your primary sources, not your journal entries, as evidence, to support your claim.
- V. Include copies of your primary sources with this assignment.

Example Outlines of First Set of 3 Journals Based on Outside Primary Sources. I've actually included 5, so you can see a variety of different sources and approaches. You will actually write your journal entries out, not outline them. Just is simply a guideline to help you visualize the process.

1. Identity: 50 year-old man from Japan living in San Francisco, California after the bombing of Pearl Harbor.
2. Source 1: Executive Order 9066 February 19, 1942.
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character what this document is. For example, a week ago President Roosevelt signed executive order 9066. It orders the removal of
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character. Although, FDR signed this a week ago, today government officials came to collect us. Posting signs all around. . . .
3. Source 2: Sale of business and home.
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. For example, removal began. Unlike some, I had time to sell my home and business. I was able to "sell" my home to a good friend and neighbor, who says they'll just hold it for me until I return, so I didn't have to sell it to a predator taking advantage of me. I didn't fair so well selling my business. I worry about my ability to reestablish my business whenever this ordeal ends. . . .
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character.
4. Source 3: Japanese Hunting License. (A Propaganda license "issued" to patriotic Americans to "hunt" [in rhetoric alone] Japanese in America)
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. For example, today in the newspaper I saw a mock advertisement intended to bolster anti-Japanese sentiment. It was similar to a fishing license, but it was for hunting the Japanese. The image was an exaggerated drawing of General Tojo of Japan. . . .
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character.
5. Source 4: Warner Brother Cartoons, Bugs Bunny vs. General Tojo
 - a. Include proper citation at the top of the page.

- b. Summarize, in the words of your character, what this document is. For example, as if it weren't enough to lose our freedom and rights, to lose our homes and businesses, to lose the ability to protect and provide for our families, now I sit here watching my children view Bugs Bunny cartoons that disrespect Japanese culture and honor. I feel like I've lost my honor, allowing my children, who are Japanese, be indoctrinated with anti-Japanese sentiment.....
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character.
6. Source 5: Letter from his son explaining that he enlisted in the US Military
- a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. For example, today my oldest son, who is 17 years old, left a note on my pillow. In it he told me that he raised me to be honorable, courageous, and proud, to live for his country. He explained that America is his country and chose to show his love for his country my joining the US armed services. I'm not sure what to feel. He's living the way I raised him, but he doesn't feel the divided sense of loyalty I feel
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character

Examples Second Set of 3 Journal Entries Summarizing and Reflecting on Sources from *Through Women's Eyes*. I've included 5 instead of 3, so you can see a variety of options. You may use documents directly relevant in time, space, and issue to your character, or you may just choose a variety of documents from whatever time in the book that you think would be interesting to reflect upon through the eyes of your character.

1. Oppenheimer, L. Robert. To Build An Atomic Bomb.
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. See above examples.
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character
2. Tibbets, Paul and George Weller. To Use an Atomic Bomb.
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. See above examples.
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character

3. Hayasaka, Philip and Ben Yorita. "Memories of the Internment Camp."
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. See above examples.
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character.
4. Robinett, Blair, et al. "The Bataan Death March"
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. See above examples.
 - c. Now create a historical fiction (not BULL) reaction/reflection to/of this through the eyes of your character
5. Rosen, Barry. "An American Hostage in Tehran."
 - a. Include proper citation at the top of the page.
 - b. Summarize, in the words of your character, what this document is. See above examples.
 - c. Now create a historical fiction (not bull) reaction/reflection to/of this through the eyes of your character

Formal, 2-page, academic essay, arguing what you think defines the essence of American history and culture during the period of history surrounding your character's life.

1. Read over journals and documents.
2. Brainstorm all that comes to mind about this period during American history. Be sure to link specific events, evidence, ideas, etc. See me if you don't know how to brainstorm.
3. Create a rough thesis.
4. Write an outline. Your outline should follow this type of format:
 - I. Introduction
 - A. Engaging Opening
 - B. Developed Thesis
 - C. Roadmap/GPS to the information and organization in/of the essay.

- II. Sub-claim/premise 1
 - A. Evidence/Historical Example
 - 1. Details
 - 2. Narrative of event/person's actions/life
 - B. Analysis
 - 1. Explain how your evidence or example supports your thesis.
 - 2. In other words, why should the example you chose support your sub-claim.
- III. Repeat the above steps in Roman numeral II several times to build a powerful, argumentative, analytical, convincing article.
- IV. Conclusion
 - A. State thesis in a different, powerful way. Emphasize the significance. Raise implications for the future, etc.
 - B. Rewrite your thesis and introduction.
 - C. Make sure every paragraph contains a small argument/sub-claim, stating in the first sentence, that you intend to support with evidence/examples and explanatory analysis within that paragraph. If you convince your reader paragraph-by-paragraph of a small arguments, you'll have a better chance of convincing them of your overall argument.
 - D. Proofread out loud and backwards.
 - E. Remember, you can improve your grade by earning extra credit from working with the tutoring center or a tutor. Take advantage of this!