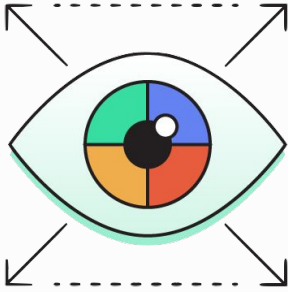


Formative Assessment:

Perspective



Thinking historically means considering how one's personhood has influenced their perspective. It also means recognizing how diverse viewpoints and experiences shape the understanding of historical events. This allows students of history to cultivate empathy for the people of the past that are studied.

Directions: Read the following author context and primary source. Then, answer the questions on perspective that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) Questions. This means that there is only one *incorrect* answer, but the other 3 choices are weighted. The *two best* answers are 2 points, the *next-best* answer is 1 points, and the *incorrect* answer is 0 points.

Author Context:

Kimiko "Kimi" Tambara was born in 1919 in Washington state to first-generation Japanese immigrants and grew up in Oregon, where she attended college and pursued journalism. She was raised as an American, participating in school theater and forensics competitions. On February 19, 1942, President Roosevelt signed Executive Order 9066, and Tambara and her family were forcibly removed from their home and incarcerated at the Minidoka War Relocation Center near Twin Falls, Idaho. At Minidoka, Tambara became a reporter and eventually editor of the camp newspaper, *The Minidoka Irrigator*, using writing as a way to document and process her community's experience. The newspaper was run by incarcerated under the supervision of the War Relocation Authority (WRA), and served as a way to communicate in the camp and to maintain morale. Later in life, Tambara wrote that "the only way to survive was to recreate the world in a somewhat familiar fashion" to the one she had known before the war.

Source: Kimi Tambara, "In This, Our Land," *The Minidoka Irrigator*, December 25, 1942. [Library of Congress](#).

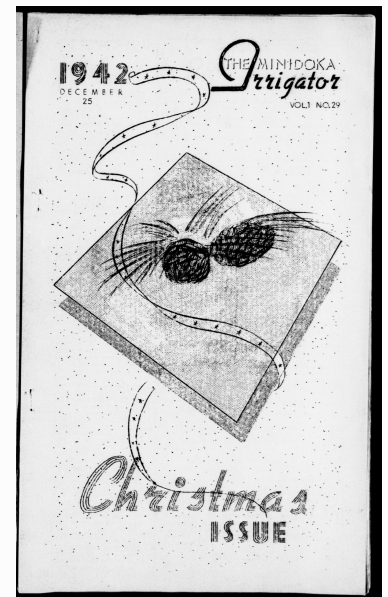
Note: While incarcerated at the Minidoka Relocation Center, Tambara wrote this open letter to her friend, Jan.

Dear Jan,

...Christmas 1942, is drawing over nearer, and as the multitudes of twinkling stars march across the midnight sky, I thought of the other Christmases I enjoyed with you... The joyful voices of the carolers, the friendly bickering as to who was the best gift wrapper, and the family ritual of hanging up our stockings, these among other things I remember of that Christmas 1941.

Then another thought runs through my aching head, coincident with the crackling noise of firecrackers popping around Lower Chinatown, a low voice—"You damn Jap-you! By gosh, the government should put every damn one of you in concentration camps"—I remember the cold shiver that ran up my spine, transforming the humid, warm air of a July night into the bitter cold of winter. You and I, Jan, tried to laugh it off, because it sounded ridiculous. The freedom of the life and liberty was so much a part of us that the idea of confinement had never occurred to us...

Jan, to one who has known no boundaries, no limits to bar one's restless foot, this life behind a fence is not a pleasant one, but nothing can be pleasant in these times, could it? I can now understand how an eagle feels when his wings are clipped and caged. Beyond the bars of his prison lies the wide expanse of clouds, the wide, wide, fields of brush and woods—limitless space for the pursuit of Life itself.



Formative Assessment: Perspective

1. Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the perspective of Kimi Tambara influenced her writing on Japanese incarceration.
 - A. Tambara's nostalgia for past Christmases with Jan reflects how incarceration separated her from traditions and relationships she valued before the war.
 - B. Raised as an American with no experience of confinement, Tambara wrote that "the idea of confinement had never occurred to us," making her incarceration feel unnatural.
 - C. Tambara used her platform as editor of *The Minidoka Irrigator* to openly criticize the U.S. government's incarceration policy and demand its end.
 - D. Tambara's journalism background led her to record the specific racial slur shouted at her in Portland, connecting that prejudice directly to her life behind the fence.

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on Tambara's writing on Japanese incarceration. Cite evidence.



Formative Assessment: Perspective

- Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the perspective of Kimi Tambara influenced her writing on Japanese incarceration.
 - Tambara's nostalgia for past Christmases with Jan reflects how incarceration separated her from traditions and relationships she valued before the war. **(1 point)**
 - Raised as an American with no experience of confinement, Tambara wrote that "the idea of confinement had never occurred to us," making her incarceration feel unnatural. **(2 points)**
 - Tambara used her platform as editor of *The Minidoka Irrigator* to openly criticize the U.S. government's incarceration policy and demand its end. **(0 points)**
 - Tambara's journalism background led her to record the specific racial slur shouted at her in Portland, connecting that prejudice directly to her life behind the fence. **(2 points)**

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on Tambara's writing on Japanese incarceration. Cite evidence.

With properly cited evidence from the primary source and author context, students can successfully make the case that either Choice B or Choice D held more influence on Tambara's writing. As referenced in the author context, Tambara was raised as an American with no experience of confinement, which directly connects to her statement in the letter that "the idea of confinement had never occurred to us." Additionally, her background as a journalist trained to document her community's experience shaped how she recorded the specific racial slur incident in Portland, linking that prejudice to her current reality at Minidoka. Therefore, Choices B and D are worth 2 points. Choice A reflects how incarceration disrupted Tambara's personal traditions and relationships, which is supported by the source, however it does not clearly connect to the author context and is therefore worth 1 point. Choice C, worth 0 points, contradicts the author context, which establishes that *The Minidoka Irrigator* operated under WRA supervision and censorship, making open criticism of government policy unlikely and therefore incorrect.



1. Weighted Multiple Choice

Choice 1	2 points (Choice B or D)	1 point (Choice A)	0 points (Choice C)
Choice 2	2 points (Choice B or D)	1 point (Choice A)	0 points (Choice C)
			Subtotal: _____ / 4

2. Short Answer: More Significant Factor

3 points	2 points	1 point	0 points
Student identifies one choice as a more significant factor and cites clear evidence from both the author context and primary source to justify their choice.	Student identifies one choice as more significant and cites clear evidence from one source to justify their answer. Both sources may be cited, but only one provides clear justification.	Student identifies one choice as more significant and may or may not cite evidence to justify their answer. If evidence is cited, it does not provide clear justification for their choice.	Students does not identify one choice as more significant. Student either misunderstood question or did not attempt to answer it.
			Subtotal: _____ / 3

Total: _____ / 7

