

Please post (copy/paste) your Writing Tasks to the Canvas Discussions (for Week 3, Week 6, and Week 9) for your classmates to read and become inspired by, so that they may think more deeply about the text. In this way, you will teach aspects of No-No Boy to your classmates from your perspective.

You may write about any episode in No-No Boy that we have read up to that date. You may decide the appropriate length of each Writing Task. They are short, up to 1 page in length, although ideally, will be detailed enough for you to develop your ideas fully.

A great Writing Task demonstrates solid evidence of having read carefully; exhibits the skills of close reading, creative interpretation, or tangential exploration, and pays attention to the nuances of language; offers an original interpretation of No-No Boy that will stimulate discussion; and gives an excellent basis for your classmates' comprehension and response.

Writing Task #1 - creative interpretation of an aspect of No-No Boy

While reading this week's section of *No-No Boy*, two episodes that really stood out to me were Ichiro's journey to the university on the bus, where he relives some of the nostalgia of being an engineering student before the Japanese internment, and then Ichiro's and Kenji's conversation in Kenji's Oldsmobile as he drives around the park. Reading about Ichiro's bus ride especially reminded me of my own experiences riding the school bus in middle and high school, which I did almost every day of the week for seven years. I wanted to explore the emotions that I saw in Ichiro in these two journeys taking place inside a moving vehicle, and give my own interpretation of how both might represent a state of mind that Japanese Americans like Ichiro might have experienced. I also wanted to include details from my own memories of riding the bus, so the poem below is not meant to be a literal translation of these episodes from the book, but more of an exploration of general feelings, thoughts, and themes connected to transportation, journeys, and the ways that the Japanese internment and treatment of those who answered "no-no" upended the daily life and ambitions of young students like Ichiro. The poem is split into two parts, the first relating to Ichiro's bus ride and the second relating to Kenji and Ichiro's car ride. I hope you all enjoy it! :)

Bus Ride

Bus

Journeys as things, that we go on again and again
Until they become memory.

Waiting in the cold while the world is gray

And people stand around, whisper

So as not to disturb that fragile

State we call

Morning.

Yellow glints off a darkened window, or
The top of a blur along a distant fence
You know it's coming, and you wait
In the cold while the world is gray.

Calmly, it rolls
And bumps and rolls
And bumps and rolls
And bumps and rolls

Swerves and swings
Swings and swerves
Don't fall

Off

The

Seat

Someone forgot to close
The ceiling hatch, marked EMERGENCY EXIT
The rain that spits and drips on your hair
The person next to you
Stares up, then
Straight ahead.

This is every morning, cold
While the world is gray.
You watch the streets go by, each
Sign you know by name.
This is your curb,

Your district, your state
You ended up here
You'll never be late
This is your country
Your country you love
Till the war and the law
And the no to the gun.

Car

Journeys as things, that we go on again and again
Until they become memory.

The bus is still there,
No one pushed you off it, no one
Said, "Give me your seat"
But you knew, once the war
And the law and the no to the gun
It was over, the bus with its
Seats and its bumps and its
Cold Seattle rain.

So you get in the car, and we drive and we drive
In circles, we wander and talk
How your car is new and clean and smooth
But not enough because the bus
No longer offers a future
For you.