

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Introduction



Summary

Under the Blood-Red Sun, by Graham Salisbury, is a fictional historical novel based around the events of Pearl Harbor on December 7, 1941. The novel focuses on the experience of Japanese-Americans on the island of Oahu, and the unjust treatment of men and women of Japanese descent who were loyal to the U.S.

Salisbury tells the story through the eyes of thirteen-year-old Tomi Nakaji, an American-born Japanese-American boy living near Pearl Harbor. Tomi is an all-American kid, interested in school, friends, and baseball. After the fateful events of December 7th, he has to face a life where his father is imprisoned, his family threatened with poverty, and threats from frightened, racist neighbors.

Content Warnings

As a novel that deals with racial issues, you can expect to find a few racist terms in the novel. However, most are pretty mild and dealt with well in the text.

Map

For this novel, we suggest making a map of the Pacific theater, and the island of Oahu, HI. Each day, you can add to the map.

Film Resources

There is no film of *Under the Blood-Red Sun*, though there are many films about WWII. *Pearl Harbor* is ever popular, but bear in mind that it is highly romanticized and not historically accurate. In this case, it would have little to do with the story of Japanese Hawaiians. However there is a great PBS film entitled "Return with Honor". It tells the story of the POW's in the Hanoi Hilton during the Vietnam War. It is a story of courage and the incredible strength of the human spirit.

Final Writing Assignment

The final writing product is a narrative essay in the form of a business letter to an editor. In this case, you will be writing as the main character, Tomi Nakaji, "selling" the "memoir" *Under the Blood-Red Sun*.

A narrative is a story told for a reason and is written to make a point. It has a beginning and end, plot, characters, setting and climax. A narrative is usually written in chronological order and contains great detail and vivid descriptions. All parts of the essay relate and support the point the author is trying to make.

The Heroic Journey

	The Wizard of Oz	Star Wars IV: A New Hope
Ordinary World	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen	Luke Skywalker is bored on this planetary farm with his aunt and uncle
Call to Adventure	Toto is threatened, Dorothy begins to run and then- the TORNADO	R2D2 brings an urgent message from Princess Leia
Reluctant Refuse the Call	Dorothy hides –she’s not in Kansas anymore	Luke has obligations at home and must stay; this changes when the farm is blown up
Mentor	The Good Witch Glenda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
Cross the Threshold	Dorothy sets out on the Yellow Brick Road	Luke leaves home with his light saber
Tests, Allies, Enemies	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man	The cantina scene: Luke meets Han Solo
Approach the Inmost Cave	Meets and has to approach the Wizard of Oz	The Death Star pulls them in
Ordeal	Approaching and experiencing the Wicked Witch’s Castle	The trash master scene
Reward	Dorothy has the witch’s broom to give to the wizard	But they do survive and launch an attack
The Road Back	Deceived by the Wizard she learns he is a fake and she will still have to solve her own problem	Darth Vader pursues Luke
Transformation	Glenda enters and tells Dorothy that she has always had the power	Han Solo assist, Luke trusts the force, makes his shot and destroys the Death Star
Return with what you take out of this experience	Click the ruby slippers and goes home	Award Ceremony – connection to Jedi Knight
Outcome	There’s no place like home	Trust in force

The Heroic Journey

	<i>Under the Blood-Red Sun</i>
Ordinary World	
Call to Adventure	
Reluctant Refuse the Call	
Mentor	
Cross the Threshold	
Tests, Allies, Enemies	
Approach the Inmost Cave	
Ordeal	
Reward	
The Road Back	
Transformation	
Return with what you take out of this experience	
Outcome	

Character Based Literacy Program

Independent Study Lesson Plan

Under the Blood-Red Sun, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What do the words *haole, ojii-chan, kimpatsu, and confonnit* mean?

What does *hana-kuso* mean?

For each day's reading, note where Tomi is in his Heroic Journey.

What do *katana* and *butsudan* mean?

Who was Emperor Hirohito?

What do *sampan, itadakimasu, gochisoh-sama, bombye, and li-na* mean?

What do the words *noio, aku, magokoro, and chee* mean?

Word Wall Here are vocabulary words to add to the Word Wall.

precious (1)	coral (1)	tarp (1)	mitt (2)	stubborn (4)
chauffer (19)	fanatics (21)	demonstration (22)	somersaults (22)	stucco (23)
esteem (27)	embarrassed (29)	encourage (29)	devotion (30)	honorable (30)
diesel (42)	binoculars (43)	tiller (48)	wake (49)	visible (52)
swarm (53)	mallet (55)	wincing (56)	gunwale (57)	squatted (63)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 1-65

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Pacific Map

Create a map of the Pacific. Many of Tomi's friends and acquaintances are immigrants to Hawaii from the mainland U.S., Japan, and numerous Pacific islands. As the novel progresses, identify where these people came from to create the unique mixture of cultures that was Hawaii in 1941. You can also use your map of the Pacific to trace the progress of World War II in the Pacific arena.

<http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>

<http://www.youtube.com/watch?v=8C4XozKtEXA>

<https://maps.google.com/maps/ms?ie=UTF8&t=h&oe=UTF8&msa=0&msid=102897839116183279475.0004750e252ca4e35f3c0>

Hawaii Map

Create a map of Hawaii. Focus especially on the island of Oahu, where Tomi lives, and Pearl Harbor, where the U.S. Pacific fleet is stationed.

<http://www.lonelyplanet.com/maps/north-america/usa/hawaii/>

<http://gohawaii.about.com/>

KWL Chart

Begin a KWL Chart about WWII in the Pacific. What do you already know? What do you want to know?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait for Grampa. We know what Tomi is thinking about Grampa's behavior and exhibition of the Japanese flag; what is Grampa thinking? Be sure to include a thought about how he feels about Tomi's words and actions.

Create a double OMP about Sanji and Billy. Use thought bubbles and speech bubbles to represent what each are thinking and saying about each other, and about the possibility of a war involving Hawaii.

Heroic Journey Bookmark

Having reviewed the Heroic Journey, create a bookmark with all the stages. Leave space between each stage to fill in the corresponding information from the story as you go along. Summarize first three parts - The Ordinary World, The Call to Adventure, and Refusing the Call. After today, you will update it daily.

Setting Sketch

Create a setting sketch of the inside of Tomi's family's living room. Include as many details about the room as you can. Be sure to include the *butsudan* and the Picture of Emperor Hirohito. On the back of the sketch, write a few sentences explaining the significance of the *butsudan* and the picture of Hirohito.

<http://en.wikipedia.org/wiki/Hirohito>

1g6 Setting Chart

Complete a 1g6 Setting Chart for the novel. Be sure to pay special attention to time, since the historical time period plays a massive role in this novel.

Discussion

Key Questions (p. 1-13)

1. Why is Tomi worried about Grampa hanging the Japanese flag on the clothesline?
2. What does Tomi like to do with his free time?
3. Why do you think Grampa is in a bad mood all of the time?
4. How would you feel if you were unable to work or participate in normal activities because of your health?
5. What does Keet do to make Tomi angry?
6. Why doesn't Tomi fight Keet or try to otherwise teach him a lesson when he messes with the pigeon loft?
7. When they were younger, why did Keet stop being friends with Tomi?
8. If you were Tomi, how would you have reacted to Keet's rejection?
9. How does the author foreshadow what is going to happen in Hawaii in 1941?

Key Questions (p. 13-26)

1. How are Papa and Mama's reactions to Tomi's fight with Keet similar? Different?
2. Which parenting tactic – Papa or Mama's – do you think is more effective with Tomi?
3. What is Tomi's room like at home?
4. With whom does Tomi share his room?
5. Why do you think Mr. Davis wants Billy to attend Punahou instead of Roosevelt?
6. Does Billy fit in with Tomi, Mose, and Rico? Why or why not?

7. Why does Tomi choose pigeons for his science project?
8. How did his personal life affect Mr. Ramos' decision to become a teacher?
9. Why does the author make Billy so thoughtful, worried even, by the war?
10. Why do you think Billy is more aware of the war than the rest of his peers?

Key Questions (p. 27-40)

1. What is the significance of Tomi's dog's name?
2. Who does Tomi's family rent their house from?
3. What is Tomi's house like?
4. How does Tomi's house compare to your house?
5. What does Tomi keep under his bed?
6. What do you think Tomi will do to earn the Katana?
7. How will Tomi become the hero of this story?
8. Why does the author mention Emperor Hirohito's portrait?
9. What does the baseball scene reveal about Billy's character?
10. Who do you think is more heroic – Billy or Tomi?
11. What do the pigeons symbolize in the novel?
12. What does the story about Mama being a picture bride reveal about Papa's character?
13. Why do you think Tomi wonders if he can ever be like Papa?
14. Who are Tomi's mentors thus far in the story?

Key Questions (p. 41-52)

1. What do the presence of kerosene and the outhouse indicate about how the Nakajis live?
2. Why do you think the author includes so many Japanese words in the narrative?
3. How does Sanji feel about *haoles*?
4. Do you predict that Sanji's attitude will stay the same or change once he gets to know Billy?
5. Why do you think Billy knows so much more about the war than his Japanese friends?
6. Should Sanji be concerned about what is going on in Europe and Asia? Why or why not?
7. What is the author foreshadowing with the appearance of the warplanes?

Key Questions (p. 53-65)

1. What kinds of tools do Papa and Sanji use to fish?
2. Why didn't Papa and Sanji and Tomi help Billy pull in his fish?
3. What did Billy learn from the experience of hauling up his fish?
4. How do you think Sanji's and Billy's encounter will change their lives?
5. What do we learn about racial attitudes in Hawaii from Sanji?
6. How did Billy earn Sanji's respect?
7. What does Sanji say is the difference between Japanese and *haole*? What does he *really* mean by that statement?
8. What motivated Papa to give the fish to Mr. Wilson?

9. Why might Keet be spying?
10. What real danger might Keet pose to Tomi and his family?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 1-2

"But anyway, Grampa scrubbed that flag clean. Usually, my friend Billy Davis and I thought it was pretty funny when he did something strange like that – like wash a flag, or take a bath in the stream, or laugh hysterically at Laurel and Hardy movies. Once, we got thrown out of a theater because Grampa kept on laughing, laughing, laughing, even when everyone else was quiet. Billy and I were nearly crying, Grampa was so funny. Grampa got mad and chased us. He was pretty tough about showing respect for your elders" (p. 1-2).

Writing Prompt

Tomi and Grampa are separated not only by age and generation, but also by culture. Grampa immigrated to Hawaii as an adult, but Tomi was born there. Grampa identifies most closely with Japanese culture, but Tomi is an American. Young people often find their elders' behavior comical, especially if their actions are rooted in another culture.

Think of an older person in your life whose behavior sometimes amuses you the way Billy and Tomi are entertained by Grampa. **In your own words write two narrative paragraphs describing this adult. Does the person behave comically? Do they fit in with American culture? What can you learn from observing their life?**

Key Passage, p. 22-23

"He was okay, Mr. Ramos.

And he was smart, too. Mose told me that out of all his hundreds of relatives, Mr. Ramos was the only one who'd ever gotten a scholarship to college. And not only that, he got it from the famous University of Notre Dame. On the mainland" (p. 22-23).

Writing Prompt

Mr. Ramos emerges as one of Tomi's mentors on his heroic journey. Although Tomi does not know him well, he admires Mr. Ramos for his background and the choices he has made in his life. Mr. Ramos treats Tomi with respect, and listens carefully to what he has to say. Think of a teacher or a mentor in your past that you liked and respected, as Tomi likes and respects Mr. Ramos.

Write at least 3 narrative paragraphs describing your teacher/mentor. Explain who he or she is, their relationship with the people being mentored, and how they came to be a teacher or mentor, and what kind of teacher/mentor they are. What about their pasts or their personality do you think motivated them to work with young people?

Key Paragraph, p. 30

“If I ever became worthy, Grampa said, he would pass it down to me. He spent many hours telling me about how important it was, trying to prepare me for the day he would hand it to me to be its keeper and protector. It was our most prized possession, he said, the symbol of generations of honorable living in our family. Thinking about all that responsibility made me nervous, and Grampa could probably see that. I wanted to show it to Billy so much, I almost had to tie my hands behind my back. But it was sacred and I couldn’t treat it like just some toy” (p. 30).

Writing Prompt

The *katana* is the most important heirloom Tomi’s family possesses. They have passed it down for many generations, and it is the responsibility of the family members to keep it safe, well protected, and honored. Tomi recognizes its importance to the family, and the *katana* will continue to play an important role throughout the novel.

Every family has a prize possession that it values above all others. To some, it may be an important portrait or scrapbook. To others, it may be a piece of jewelry. What is your family’s most important heirloom? **Write one or two narrative paragraphs about an artifact that your family reveres. Describe it. Then explain its significance, its history, and its importance to the members of your family.**

Key Passage, p. 52

“‘It’s because of the war,’ Billy said.

‘What war?’

‘The one in Europe, and China. That’s why we got so many ships and planes and soldiers here.’

‘But no more war here,’ Sanji said.

Billy frowned and looked back toward the island” (p. 52).

Writing Prompt

In Tomi’s circle of friends and acquaintances, Billy seems to be the only one who is concerned about the war that is raging across Europe and Asia in 1941. In the novel, he is the character who steps in as a herald, one who tells of great change to come in the life of the hero.

Pretend you are someone who can see into the future and you know the bombing of Pearl Harbor will happen soon. **Write an open narrative letter to be printed in the newspaper about why people in Hawaii should be concerned about the war in Europe and Asia. Explain the connections between Hirohito and Hitler. Explain what will happen in Hawaii when the U.S. finds itself involved with the war in Europe.**

Key Paragraph, p. 60

“Papa broke out Mama’s *bento*, which means “lunch,” and it was extra good, because we had Billy as our guest. *Musubi*, sticky rice wrapped in seaweed, with *ume* inside. *Ume*, which is the best part, is a small, red, pickled plum. So good when you finally reach it in the middle. Even Billy liked it. In fact, he ate three of them. And mama had also put in some *shoyu aku*, marinated to perfection. And to top it off, she made *tamagoyaki*, which is grilled egg, shaped like square cookies. Put all that together with

the cool, fresh drinking water and you have a feast. Billy was converted. He said that after a roasting day of hard work, it tasted like heaven itself. For me, I could see the *magukoro*, all the love and attention Mama put into making it for us. For a moment, I missed her” (p. 60).

Writing Prompt

Tomi's mother shows her love for her family and her respect to their guest by preparing an impressive meal for them. She probably spent many hours preparing the feast, which she will not even be present to enjoy with the men. Billy is the guest of honor, and she puts in more effort to honor him.

For today's writing task, pretend you are Billy. **Write a narrative thank you note to Mrs. Nakaji for the great food she provided. Describe the feast and tell her you know how much effort and *magukoro* it took for her to put it together. Also, tell her something about your experience on Papa's *sampan*, and what it meant to you.**

Close Close by extending today's lesson to life and the world.

Community Connection

In *Under the Blood-Red Sun*, Tomi Nakaji's father and grandfather are arrested for crimes they have not committed, and spend the duration of the war in prison camps. Millions of Japanese-Americans were interned without a trial during WWII, some as civilians, and others as military prisoners. As your community connection this quarter, study the history of the internment of Japanese-Americans, and compare their treatment to that of modern military prisoners. How are POWs treated around the world? Why is it such a controversial issue in the United States?

Here are some resources you can use throughout this Unit:

The Geneva Convention

http://www.ppu.org.uk/learn/texts/doc_geneva_con.html

POW treatment WWII

<http://www.history.co.uk/explore-history/ww2/prisoners-of-war.html>

<http://www.forties.net/WWIIPOWs.html>

<http://www.youtube.com/watch?v=2l86W-fRi60>

<http://www.netplaces.com/world-war-ii/the-horrors-of-war/prisoners-of-war.htm>

US POW camps

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=2398>

US troops in POW camps

<http://www.merkki.com/>

Treatment of German POW in the United States during WWII:

<http://www.smithsonianmag.com/history-archaeology/German-POWs-on-the-American-Homefront.html>

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

Under the Blood-Red Sun, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why do Billy and Tomi have to listen to the World Series on the radio?

What was the significance of the USS *Reuben James*?

Where is Tomi on his Heroic Journey?

What happened on December 7, 1941?

What is martial law?

Word Wall Here are vocabulary words to add to the Word Wall.

machete (67)	brainwashed (68)	dialogue (68)	pure (68)	hoarse (74)
scornfully (79)	whined (81)	fumble (82)	massive (85)	honeysuckle (86)
lurched (91)	festival (92)	roamed (92)	strutting (97)	yelped (101)
anxiously (103)	routine (103)	brilliant (104)	mosquito (104)	droning (105)
muffled (114)	bayonets (117)	rifles (117)	dazed (119)	vanished (119)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 67-129

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

KWL Chart

Begin a KWL Chart about WWII in the Pacific. What do you already Know? What do you Want to know? Today, what do you know about the significance of baseball in American culture in the 1940s? What did some of the baseball players mentioned (Joe DiMaggio, Pete Reiser, Pee Wee Reese, Mickey Owen, Whit Wyatt, Red Ruffing, and Joe Gordon) contribute to the war effort?

Add to your KWL Chart about WWII in the Pacific. What do you already Know? What do you Want to know? What did you learn about the *Reuben James* today?

Add to your KWL Chart about WWII in the Pacific. What do you already Know? What do you Want to know? You have probably heard about Pearl Harbor: what facts do you know, and did you learn anything new from the novel?

Add to your KWL Chart about WWII in the Pacific. Today, add questions about martial law and what it's like for the citizens of a country at war.

Pacific/Hawaii Map

Update your map of the Pacific. Many of Tomi's friends and acquaintances are immigrants to Hawaii from the mainland U.S., Japan, and numerous Pacific islands. As the novel progresses, identify where these people came from to create the unique mixture of cultures that was Hawaii in 1941. You can also use your map of the Pacific to trace the progress of World War II in the Pacific arena.

<http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>

<http://www.youtube.com/watch?v=8C4XozKtEXA>

<https://maps.google.com/maps/ms?ie=UTF8&t=h&oe=UTF8&msa=0&msid=102897839116183279475.0004750e252ca4e35f3c0>

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Reconstruct the Crime Scene

Pretend you are a detective investigating the near miss shooting of Tomi. Was it an accident, or intentional? To do this, you will need to construct a map of the crime scene. Create a map showing the route from Tomi's to Charlie's. Include Tomi's house, the outhouse, the pigeon lofts, the chicken coops, and the route Tomi took through the

jungle, Billy's house, and Charlie's house. Indicate the spot where Tomi first heard Keet and Jake, and the spot along the way where Tomi almost got shot, and the spots where Keet and Jake were standing at the time. How do you rule the shooting? Was Keet just messing around, or was there intent to harm behind his shot?

Newspaper Headlines

Create the front page of the local Hawaiian newspaper. Come up with a name for the paper. Come up with a title for the headline regarding the sinking of the *Reuben James*. Add a visual. Write a caption under it. Then begin the first few sentences of the article.

Open Mind Portrait

Today, complete an Open Mind Portrait for Keet Wilson. What is going through his head at the moment? What does he *really* think about Tomi and his family? Whose approval is he trying to gain by spying on them?

Story Sketch/Snapshot

Pretend you are Keet Wilson, and create a "photograph" depicting the scene at Diamond Grass. Include Tomi and Billy practicing, with the Japanese planes flying overhead. Include Grampa and his Japanese flag as well. Place an incriminating inscription at the bottom or on the back.

Messenger Pigeon

If Papa did have a messenger pigeon, what message should the family send to him out on his fishing boat? Pretend you are Tomi, and write a message to Papa that you can attach to the one pigeon you managed to hide from the soldiers! What is in store for him when he returns? What should he do? Be sure to let him know that the family is safe!

Discussion

Key Questions (p. 67-76)

1. Why is Keet spying?
2. Why doesn't Tomi tell anyone about Keet nearly shooting him?
3. What advice would you give Tomi about dealing with Keet?
4. Why do you think that Charlie and Grampa have become such good friends?
5. Would you follow a sport that you could only hear on the radio?
6. What lessons does Grampa teach Tomi?
7. What different lessons does Papa teach?
8. Where do those lessons conflict?
9. Why do you think that Grampa and Papa have different ideas when it comes to family honor?
10. Do you think Tomi is right... would Grampa have "busted Keet Wilson's nose already?" (76)

Key Questions (p. 77-87)

1. What does Mr. Wilson mean when he says, "...I don't want to see any more of that Jap crap around here."?

2. Why was Mr. Wilson so angry about the Japanese flag?
3. How does Tomi feel when he sees Grampa waving the Japanese flag?
4. What would you tell others if the people from your ancestors' country went to war with the United States?
5. How would you feel if the U.S. were at war with your ancestors' country?
6. Why does the author include the birth of Lucky's puppies in this chapter about the sinking of a US ship?
7. Why does Billy name his puppy Red? What does the name reveal about Billy's character and values?
8. What do we learn about Grampa from his treatment of the puppies?
9. Has there been an event in the news that makes you feel like Tomi felt about the *Reuben James*?

Key Questions (p. 90-102)

1. What are Rico and Mose going to do for their science project? Do you think they will actually do it?
2. What happens on Coral St. before going into the baseball park?
3. Why are the local Japanese kids okay with Rico and Mose (who are not Japanese) but not Billy?
4. What would you tell Rico and Mose if you were Tomi headed out the way Herbie Okubo's brother suggested?
5. What role does baseball play in the novel? Why does the author choose to include baseball, and not soccer or basketball or sword fighting?
6. Do you think it is a good idea for Keet to have a gun? Why or why not?
7. How does Tomi feel after witnessing Mr. Wilson yell at Keet?
8. Knowing about his father, why do you think Keet really spies on Tomi's family?
9. Knowing that their lifestyles are quite different, would you rather be Tomi or Keet? Why?
10. Who are Tomi's allies?
11. Who are his enemies?
12. How about his mentors?

Key Questions (p. 102-114)

1. Why does Tomi tell Grampa that he's not going over to Keet's anymore?
2. Why do you think Tomi suddenly included Kimi in the naming of the puppies?
3. What does Kimi name her little puppy?
4. Why does Mama want Tomi to bury things in the yard?
5. What instructions were issued to the general population over the radio?
6. Would you be prepared if your community was suddenly bombed by a foreign country?
7. Is your family prepared for an emergency of any kind?
8. What do you think is going to happen to Tomi and his family, now that the U.S. is at war with Japan?
9. Will Billy turn on him?
10. If you were Tomi, how would you defend Grampa's actions to the authorities?

11. Why is the novel titled *Under the Blood-Red Sun*?

Key Questions (p. 114-129)

1. Why is Kimi hiding? How does Tomi get her out?
2. Do you think Papa is all right?
3. What do you think will happen to Papa when he returns with his boat?
4. Who do you think complained about the “messenger” pigeons and the “signaling?”
5. Is the Nakaji family being treated with justice in this situation?
6. If you were one of the Nakaji family, what would you do in this situation?
7. Examine the Key Paragraph: what figurative language does the author use to make this image clear in the reader’s mind?
8. What must Tomi now do to progress on his heroic journey?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Passage, p. 76

“You had to love that old man. He did what he wanted, no matter what. And he didn’t always back away from trouble, like Papa wanted me to do. If Grampa would have been me, he would have busted Keet Wilson’s nose already. I was sure of it” (p. 76).

Writing Prompt

Tomi is getting mixed messages from the adults in his life when it comes to dealing with a bully. His parents want him to turn the other cheek. His teacher modeled a more aggressive response. He suspects that Grampa would tell him to fight. Tomi just isn’t sure what to do in this situation.

Pretend you are Tomi. **Write a narrative letter to the Dear Abby column of the local newspaper. Explain the history of your relationship with Keet, and the increasingly uncomfortable situation that is developing. Tell what your father would have you do, and what your Grampa would do. Explain why you haven’t told your friends about Keet’s behavior. Ask for advice.**

Key Passage, p. 87

“‘Lot of people in Honolulu starting to point finger,’ Papa said. ‘They wondering whose side us Hawaii-Japanese going take, and what we going do if Japan and U.S. got into a fight’” (p. 87).

Writing Prompt

Even though Honolulu is their home, Tomi and his family feel threatened by the rest of the community. They are suspected of being more loyal to Japan than the U.S., and some think they might be spies. Even though the Nakaji family opposes Japan’s warlike actions, their fellow Americans don’t trust them.

Pretend you are Tomi. **Write another open narrative letter to the people of Hawaii, and send it to the newspaper. In your letter, introduce yourself and your**

family. Explain your situation – what it’s like to be a Japanese person living in America. Mention the value your family puts on honor, and how fighting against America would go against that honor. Finally, explain where your loyalties lie. After all, you are an American citizen!

Key Passage, p. 101

“I held my breath and listened to the clink of Keet’s dog tags fade away. I stayed hidden until I couldn’t hear them anymore. The only sound was Lucky panting, hot in my ear. I felt sick. The ugliness in Mr. Wilson’s voice was meaner by far than anything Keet had ever tried to aim at me” (p. 101).

Writing Prompt

Even though Tomi doesn’t like Keet’s actions, he is bothered by how his father treats him. Tomi, whose parents are strict but kind, doesn’t understand why Mr. Wilson would treat Keet the way he does. Keep in mind that Keet is still a kid, even though he tries to act older. When someone has knowledge of child abuse, one can help the victim by reporting it to the proper authorities.

Pretend you are Tomi. **Write a confidential narrative letter of complaint to child protective services and the police. Explain the problem: What you heard today over at the Wilsons’ house. Discuss the problem: How this is not the first time a gun has gone off and also how the treatment of his son might have adverse effects. End with a solution. How can the authorities help Keet and perhaps guide Mr. Wilson to be a better parent? Remember, Mr. Wilson would be pretty angry with your family to find out you had written this letter. So ask the police to keep the source to themselves.**

Key Passage, p. 117

“I glanced around the ridge. Someone could have seen. There were houses up there. Someone could have watched Grampa waving the flag. Billy hurried behind us, trying to hide the white cloth, hide the red sun. In the distance, planes whined and groaned” (p. 117).

Writing Prompt

In the middle of a crisis that will shake the planet, Tomi has to deal with a personal dilemma – how to handle the consequences of Grampa’s actions. What will happen, and how will the family react? To any observer, Grampa’s actions will seem traitorous, no matter what his motivation.

Pretend you are Keet Wilson. **Write a letter of complaint to the police about someone flying a Japanese flag during the bombings today. Explain the problem. Then discuss its implications. End with a solution. What should be done with Grampa and his family?**

Key Paragraph, p. 127

“The memory of the gentle cooing of thirty-five silky-feathered pigeons slowly died away, faded away, blew away... and finally, in silence flowed down into the earth forever” (p. 127).

Writing Prompt

Like all people of Hawaii, Tomi and his family are now living under martial law. This gives full authority to the military to act as they see fit. Though the officers are doing what they feel best, they do not treat the Nakaji family with justice. How should Tomi deal with this situation?

Enough of this anonymous letter writing. **As Tomi, write an open narrative letter of complaint to the people of Hawaii. Tell how the military officers came to your house today, and what they made you do. Discuss the problem: That your family is completely loyal to America and that the birds were racers, not messengers. Also, point out that your father is now in danger, even though he is an innocent fisherman. Provide a solution.**

Close Close by extending today's lesson to life and the world.

Community Connection

In *Under the Blood-Red Sun*, Tomi Nakaji's father and grandfather are arrested for crimes they have not committed, and spend the duration of the war in prison camps. Millions of Japanese-Americans were interned without a trial during WWII, some as civilians, and others as military prisoners. As your community connection this quarter, study the history of the internment of Japanese-Americans, and compare their treatment to that of modern military prisoners. How are POWs treated around the world? Why is it such a controversial issue in the United States?

Here are some resources you can use throughout this Unit:

http://www.pbs.org/thewar/at_home_civil_rights_japanese_american.htm

Japanese Internment

<http://caamedia.org/jainternment/>

<http://www.pbs.org/childofcamp/history/>

Information on Manzanar, a relocation center for Japanese Americans

<http://www.manzanar.com/information.php>

<http://www.javadc.org/manzanar.htm>

List of Temporary Detention Camps

<http://www.momomedia.com/CLPEF/camps.html>

John McCain POW Vietnam

<http://www.usnews.com/news/articles/2008/01/28/john-mccain-prisoner-of-war-a-first-person-account>

POW Network

<http://www.pownetwork.org/bios.htm>

Lock-up Abroad

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

©SCU 2017

<http://channel.nationalgeographic.com/channel/locked-up-abroad/galleries/prisoners-of-war-return-home/at/prisoner-of-war-patient1-793857/>

If you can find the video *Return with Honor*, it is an excellent account of the prisoners in the Hanoi Hilton and how they survived by supporting one another. It is an amazing account of human will and survival against many odds. It is a PBS video.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program

Independent Study Lesson Plan

Under the Blood-Red Sun, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is propaganda?

Was Sand Island a real place?

Where is Tomi on his Heroic Journey?

What do *usotsuki*, *musubi*, *doh sureba iino*, and *daijobo-yo* mean?

Word Wall Here are vocabulary words to add to the Word Wall.

agents (130)	disgraced (133)	rumors (133)	altar (137)	glistening (137)
coops (146)	bomb shelter (147)	anti-aircraft (150)	stray (150)	shy (151)
nag (155)	averted (156)	rationed (157)	wardens (157)	tact (167)
alley (167)	indebted (170)	barbed (172)	coils (172)	restricted (173)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 129-194

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Pacific Map

Update your map of the Pacific. Many of Tomi's friends and acquaintances are immigrants to Hawaii from the mainland U.S., Japan, and numerous Pacific islands. As the novel progresses, identify where these people came from to create the unique mixture of cultures that was Hawaii in 1941. You can also use your map of the Pacific to trace the progress of World War II in the Pacific arena.

<http://www.peacesat.hawaii.edu/40RESOURCES/Maps/>

<http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>

<http://www.lonelyplanet.com/competitions/pacificislands/>

<http://www.fws.gov/pacificislands/>

https://en.wikipedia.org/wiki/Pacific_Islands

Add Sand Island to your map of Oahu.

<http://www.satelliteviews.net/cgi-bin/g.cgi/?fid=364253&state=HI&ftype=island>

KWL Chart

Add to your KWL Chart about WWII in the Pacific. What do you already Know? What do you Want to know? Today, add information about the treatment of Japanese Americans during wartime.

Add to your KWL Chart about WWII in the Pacific. Today, add information about how military prisoners were treated by the U.S. during wartime. How was this different from how Allied prisoners were treated by enemy troops?

Add to your KWL Chart about WWII in the Pacific. Today, add information about how civilian populations were affected in wartime.

<http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>

<http://www.slideshare.net/genevax3/pacific-world-war-ii-timeline>

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Bomb Shelter Advertisement

Create a magazine ad for a bomb shelter. Will your company build it, or is it a do-it-yourself kit? Appeal to the public's fear and to their need for safety. Include a visual, a company and a product name, as well as a slogan. Alternatively, write and record a radio ad.

Couple finds completely stocked bomb shelter in back yard.

<http://www.nbcnews.com/video/nightly-news/52138565>

<http://www.popularmechanics.com/technology/engineering/architecture/4325649>

Propaganda Poster: Propaganda was used widely throughout the U.S. to promote the war effort and vulcanize Japanese and U.S. enemies. Today, Create your own American propaganda poster, based on your knowledge of World War II, or on one of the rumors you read about today. The only catch - you may not draw any faces.

Open Mind Portrait

Create an OMP for Grampa. Use thought bubbles and speech bubbles to show his confusion regarding being Japanese in America when America is at war with Japan. Include the Katana in the picture.

Map Activity

Create a map to plan out Tomi's trip to Sand Island. The map should lead from Tomi's house to the island, showing significant landmarks in-between. Include a set of directions as well. If one of Tomi's Japanese friends wanted to visit *his* relatives, what path should he or she take?

Movie Poster

Courage Requires Fortitude. This is a primary theme in the novel. What theme would you, as the director of the film version of *Under the Blood-Red Sun*, choose as the most important in your story? Create a movie poster that depicts at least three scenes of Tomi acting bravely—one that involves his father, one that involves his grandfather, and one that involves his sister. Include the film title. Decide what actor or actress will star in each of the major roles. Include a quote from the text that suggests a major theme.

Discussion

Key Questions (p. 129-142)

1. Why isn't Mama working?
2. What does Tomi mean when he says, "What she saw was a *Japanese* boy and his *Japanese* mother"?
3. What kind of new responsibilities does Tomi have now?
4. Who do you think was hiding in the bushes?
5. Why does Grampa believe that "We have been disgraced"?
6. Do you think all this anti-Japanese sentiment will change any of Tomi's allies to enemies?
7. What happened to Sanji?
8. How will the family support itself without Mama's job and Papa's boat?

Key Questions (p. 143-153)

1. What is the significance of the pigeons returning?
2. What does the return of the pigeons symbolize in the novel?
3. What are Billy and Jake doing when Tomi comes over?
4. Why do you think it is important that Tomi stayed to help build the shelter?

5. What do you think is going to happen to Jake and Billy during the course of the war?
6. What do you learn about life in Hawaii after Pearl Harbor through Tomi's and Billy's conversation?
7. Do you think national identification cards are a good idea today? Why or why not?
8. Do you think Tomi is acting courageously? Is Billy? Jake?
9. Who might see Tomi as a hero? Why?

Key Questions (p. 155-167)

1. Why does Tomi keep what he knows about Keet to himself?
2. How has Tomi shown that Courage Requires Fortitude so far in the novel?
3. What Tests has Tomi faced so far?
4. What do you think Tomi will do with the knowledge that his father is on Sand Island?
5. What does the Katana symbolize?
6. How have Tomi's feelings for his grandfather changed since the beginning of the novel?
7. Why do you think Billy wants to go with Tomi to see Sanji's family?
8. If you were Billy, what would you say to Sanji's wife and daughter?

Key Questions (p. 167-181)

1. How does Billy endear himself to Mrs. Nakaji?
2. Why do you think Billy gave Mari such a valuable present?
3. Was it courageous for Tomi to swim to Sand Island?
4. If it was your parent on Sand Island, would you have swum so far to see her or him?
5. Who do you think is braver: Tomi or his father?
6. Why does the author include the encounter with the tugboat in the story?
7. What literary devices does the author use to portray the experience of almost drowning?
8. What do you think will happen to Tomi now that he has been caught?
9. What would you say to Tomi if you were his mother? His father? His grandfather?

Key Questions (p. 183-194)

1. How has Tomi acted bravely with his sister? With his Grandfather? With his father? With his friends?
2. Who do you think is braver: Tomi or his mother?
3. How can Tomi do more to become the man of the house?
4. If you were Tomi, what would you do to help your family?
5. Why do Billy and Tomi choose to play baseball on New Year's Day?
6. What is the role of baseball in the story?
7. Do you think it is realistic to include a baseball game in a story about war?
8. Who is going to win the baseball game?
9. What do you think will happen when the baseball game is over?

10. What would you say was the “Ordeal” in the story today?
11. Are the Kaka’ako Boys Tomi’s Enemies or Allies? How do you know?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 133

“‘We have been *disgraced*,’ he said in Japanese, making me jump back. I couldn’t tell if he was awake or if he was dreaming. He fell silent again, and I went back to bed” (p. 133).

Writing Prompt

After the bombing of Pearl Harbor, racial tensions between Japanese Americans and other Americans disintegrated. People of Japanese descent were discriminated against, bullied, and sent to internment camps. Japanese-Americans were bitter over their treatment, as the vast majority was loyal to the United States. Many were also angry at their ancestral homeland for attacking the U.S. in such a blatant and violent manner, without a declaration of war.

Pretend you are Tomi. **Write a letter of complaint to Emperor Hirohito. Explain what has happened to your family. Discuss how his actions have shamed your family. Include an explanation of how your dad has taught you that you cannot use violence and maintain your honor at the same time. Suggest a non-violent solution to Japan’s conflict with the United States.**

Key Paragraph, p. 147

“I walked toward them with Red warm in the crook of my arm. Off to the right was a big, freshly dug hole. A long, sloping ramp with crude stairs chopped into the dark dirt ran down into it. Most of the hole was covered on top by pieces of lumber laid across it, like a roof” (p. 147).

Writing Prompt

During World War II, it was not uncommon for combatants to bomb civilian areas. Therefore, many families built homemade bomb shelters in their backyards. Though the Davis’ probably never used theirs, they would have felt safer having access to a shelter in case the Japanese attacked again.

Pretend you are Billy. Based on what you know about bomb shelters, and what you can imagine, **write a technical document instructing the Nakaji family on how to build one of their own. What are the steps they need to take to complete it? What supplies should they keep inside? Be specific: include measurements for width, length, and depth.**

Key Passage, p. 163

“‘That belong to your ancestor,’ he said. ‘Long time ago. Nobody since then bring disgrace or shame to the name of this family.’ He paused a moment, watching me, letting his words settle. ‘My country,’ he went on. ‘My *country*, Tomikazu... they... they...’

Grampa turned away, pain carved in his face.

‘This island,’ Charlie said to Grampa, his voice kind. ‘This territory, Joji-san, this is your country now. You couldn’t help what happened. Forget it, already. Wasn’t your fault’” (p. 163).

Writing Prompt

To Grampa, the *katana* represents the honor of his family. As Tomi tells his friends, he is lost and confused because he feels that his country has somehow damaged that honor. He hides the *katana* to protect the very thing it is supposed to symbolize.

Pretend you are Tomi. **Help Grampa write a short narrative note to include with the *katana* that will explain its importance and significance to anyone who might find it there in the woods. Anticipate any misunderstandings people might have about the sword’s meaning. Explain away their fears.**

Key Paragraph, p. 181

“Sometime later I was awakened by a kick. A flashlight with a blue-painted lens burned into my eyes. A bayonet poked at my throat” (p. 181).

Writing Prompt

By swimming to Sand Island, Tomi has broken a long list of martial laws. He has entered restricted territory, seen an enemy prisoner without permission, and violated curfew by staying out after dark. Now, what will he say to the soldier who has found him?

You get to be the author. **Write at least 3 narrative paragraphs about what will happen now be sure to include the dialogue between Tomi and his interrogator. What will they ask of him? How will Tomi answer? Will he tell the truth or make up a story? Will they believe him? Will Tomi be the next inhabitant of Sand Island?**

Key Passage, p. 188

“I lay back down, my head spinning. Brave? Mama had a husband who had been shot and arrested, a son who didn’t think, and who had almost gotten himself killed, an old man who couldn’t work anymore, and a five-year-old who was afraid just to go outside. Who was left to keep us going?

And Mama was calling *me* brave.

What a joke” (p. 188).

Writing Prompt

Although it has taken time, Tomi has finally recognized Mama’s strength and bravery. Despite the obstacles he mentions, she is holding the family together. Even though they have little income, and are in danger of arrest, she finds the time to comfort her family, as well as Sanji’s wife and daughter. Mama is the calm center of the Nakajis; she truly shows that Courage Requires Fortitude, and Tomi respects that.

Mama needs Tomi to be strong at home. **Pretend you are Mama. Write a short two paragraph narrative note to leave on the kitchen table that lists and describes**

at least three things Tomi can do to contribute as the acting “man of the house.” Are there chores he can do? Actions he can take? Ways he can make the family feel stronger and closer? Make sure you include what should Tomi do to emulate Mama’s courage.

Close Close by extending today’s lesson to life and the world.

Community Connection

In *Under the Blood-Red Sun*, Tomi Nakaji’s father and grandfather are arrested for crimes they have not committed, and spend the duration of the war in prison camps. Millions of Japanese-Americans were interned without a trial during WWII, some as civilians, and others as military prisoners. As your community connection this quarter, study the history of the internment of Japanese-Americans, and compare their treatment to that of modern military prisoners. How are POWs treated around the world? Why is it such a controversial issue in the United States?

Here are some resources you can use throughout this Unit:

Korean War

<http://www.cnn.com/2013/07/25/world/asia/korea-prisoners-of-war>

<http://www.koreanwarpowmia.net/>

http://www.angelfire.com/art2/koreanwar_pow/Korean_War_POW_photos.html

List of Temporary Detention Camps

<http://www.momomedia.com/CLPEF/camps.html>

Hawaiian Internment Camps

<http://reason.com/reasontv/2013/06/05/hawaiiis-forgotten-internment-camps>

<http://www.hawaiinewsnow.com/Global/story.asp?S=7954961>

Desert Storm

http://articles.latimes.com/1991-08-02/news/mn-223_1_war-crimes-trials

<http://www.desert-storm.com/soldiers/pow.html>

First Woman POW Dessert Storm

<http://www.pownetwork.org/gulf/rd035.htm>

Character Based Literacy Program

Independent Study Lesson Plan

Under the Blood-Red Sun, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does “ballethead” mean?

How many Japanese-Americans committed acts of treason against the U.S. during World War II?

What do the words *shira-nai* and *wakara-nai* mean?

Where is Tomi on his Heroic Journey?

Why weren't all Japanese-Americans from Hawaii interred like they were in California and elsewhere?

What does *kahiko o ke akua* mean?

Word Wall Here are vocabulary words to add to the Word Wall.

inning (196)	hobbled (200)	zone (200)	heckling (201)	congratulated (203)
irritating (208)	practically (209)	behalf (213)	rapped (213)	evacuated (215)
dawn (221)	grimacing (222)	clearing (224)	beamed (229)	gawked (229)
slung (231)	enlist (232)	canal (238)	submerged (238)	loyal (239)
interned (245)	reparations (245)	espionage (245)	sabotage (245)	decorated (246)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 195-“Epilogue”

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Pacific Map

Update your map of the Pacific. Many of Tomi's friends and acquaintances are immigrants to Hawaii from the mainland U.S., Japan, and numerous Pacific islands. As the novel progresses, identify where these people came from to create the unique mixture of cultures that was Hawaii in 1941. You can also use your map of the Pacific to trace the progress of World War II in the Pacific arena.

<http://www.peacesat.hawaii.edu/40RESOURCES/Maps/>

<http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>

KWL Chart

Add to your KWL Chart about WWII in the Pacific. What do you already Know? What do you Want to know? What have you learned about WWII?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Acrostic Poem

Create an acrostic poem using the word "courage." Each line ought to begin with the corresponding letter of the word your poem is about. Use decorative letters for the first letter of each line. The theme of the poem should be courage. Include Tomi, the heroes of WWII, or events from the story in your poem, as well as what courage means to you.

Doolittle Raid, 1942.

This might be a great place to introduce the amazing story of the Doolittle Raid. It was launched on the morning of April 18, 1942. James Doolittle presented his superiors with a daring and unorthodox plan to launch B-25 bombers from a carrier. They usually required a minimum of 1200 feet to takeoff but they needed to get airborne using only 450 feet, just 1/3 of the actual length. How did they do this? In addition, they couldn't possibly carry all the bombs and enough fuel to make the return flight from Japan. It was essentially a suicide mission. It is great story of courage and fortitude.

Here are some websites to visit:

<http://www.doolittleraider.com/>

<http://www.youtube.com/watch?v=yHnwxRfzR2A>
<http://www.eyewitnesstohistory.com/doolittle.htm>
<http://www.nationalmuseum.af.mil/factsheets/factsheet.asp?id=1514>

Open Mind Portrait

Create an OMP for Tomi. Use thought bubbles and speech bubbles to indicate all the things he is feeling, thinking, and saying after he finds out his father is gone, and his grandfathers arrested.

Create an OMP for both Tomi and Mr. Ramos. Use thought bubbles and speech bubbles to indicate all that they are feeling, thinking and saying while in class together.

Complete an OMP for Papa or Grampa *after* they return home in 1945. What were they thinking? Feeling? Have their attitudes toward the U.S. and Japan changed in the last four years?

Story Prop

Create a picture or three-dimensional rendition of the *katana*. Decorate the handle. On one side of the blade, provide a quote about the *katana's* meaning from Grandpa or Papa using today's reading or an earlier day's reading. On the other side, include a quote from Tomi using today's reading that is fitting for the *katana*. What does this object symbolize in the novel? What would it symbolize to Tomi and his family?

Venn Diagram

Complete a Venn Diagram comparing Tomi at the beginning of the novel to Tomi at the end. How has he changed and matured? What is the Transformation we see in our hero?

Discussion

Key Questions (p. 195-204)

1. Why does the author give such a detailed account of the game?
2. What does the author's play-by-play resemble?
3. What is the historical context of the baseball play-by-play?
4. What would you have done if you had been hit by the Butcher?
5. Who would you rather have on your team as your pitcher: Billy or the Butcher?
6. What are at least three examples of the Rats responding with Fortitude when faced obstacles in the game?
7. How were the Rats rewarded for showing fortitude?
8. Do you think Tough Boy showed courage when he mocked the Butcher's given name?
9. Who showed more courage: Billy, Tough Boy, the Butcher, or Ichiro?
10. Why do the Kaka'ako boys side with The Rats against the Coral St. Punks?
11. Is there a connection between loyalty and courage?

Key Questions (p. 205-219)

1. Why is kerosene essential to the family's survival?
2. Why do you think Mr. Davis gave the kerosene to the Nakajis?
3. What motivates Mrs. Wilson to give Mama her job back?
4. What happens when the boys are playing ball with Grandpa? What is the end result?
5. How and what do you imagine Tomi is thinking and feeling when he finds out Grampa has been arrested?
6. Why is Grampa so focused on telling Tomi to save the *katana*?
7. Why does Tomi blame the Wilsons for Grampa's arrest?
8. Why do you think Japanese-Americans were interned and arrested during WWII, while very few German or Italian-Americans were detained?
9. How many Japanese Americans would you guess were wrongfully arrested or interned during WWII?
10. Now that Grampa is gone, what additional responsibilities will Tomi have?
11. Who are Tomi's strongest allies? His enemies? Are there any people who you aren't sure of?

Key Questions (p. 219-230)

1. How were Japanese-Americans in Hawaii treated differently from Japanese-Americans on the U.S. mainland during WWII?
2. Do you think Charlie's reaction to the news of Grampa's arrest would have been typical? Why or why not?
3. Why was Grampa's arrest necessary in the context of a heroic journey novel?
4. Where is Tomi on his historic journey?
5. What reward does Tomi receive today for being heroic?
6. How was Tomi heroic? Would his father be proud? How about Grampa?
7. When Tomi is in the jungle with Keet, which of his relatives does he most resemble?
8. What literary devices does the author use to make the reader see the comparison between Tomi and that relative?
9. Do you think Keet will bother Tomi or his family any longer?
10. Why is it important to stand up to a bully?
11. Did Tomi have any other options he could have taken against Keet?
12. How did Tomi show that Courage Requires Fortitude?

Key Questions (p. 230-244)

1. What do you think Tomi learned as a result of his experiences in Hawaii during WWII?
2. In the end, who were his allies, and who were his enemies?
3. What is Tomi's Transformation – how has he changed?
4. Do you agree with Mr. Ramos's assessment of the causes of World War II? Why or why not?

5. How do Tomi's, Billy's, and Mr. Ramos's views of the war differ? How are they similar?
6. Who do you agree with most: Tomi, Billy, or Mr. Ramos?
7. Why do you think that the author's last scene involved Reiko and Mari?
8. Why not end the book with Billy and Tomi at diamond grass?
9. Do you think Tomi's father and Grandfather will come back?

Key Questions (p. 245-246)

1. Why do you think it took forty years for the U.S. government to admit its mistake?
2. Do you think survivors were compensated fairly?
3. What was the 442nd Regimental Combat Team?
4. Why do you think the 442nd was one of the most decorated units during WWII?
5. If you were a Japanese-American during WWII, would you have volunteered for the military?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 202-203

"On the next pitch Tough Boy got his sweet one.

Tock!

I loved that sound, just like on the radio. That ball was gone, gone gone...all the way to the street. Maxey came home, Billy came home, and Tough Boy didn't even bother to run to second. The game was over.

We went crazy" (p. 202-203).

Writing Prompt

This game, the last the two teams would probably ever play, was challenging for both sides. The Kaka'ako Boys faced a formidable foe in Billy. The Rats had to deal with wild pitches from the Butcher, as well as an opposing team that cheated. However, in the end, the Rats were rewarded for playing a clean game, and gained the respect of the Kaka'ako Boys because of it.

Pretend you are Ichiro, the leader of the Kaka'ako Boys. **Write a three paragraph narrative letter to Billy, the Rats' leader, explaining to him what you thought of the game and the Rats. Apologize for your un-sportsmanlike activity during the game, and explain why you initially accepted help from the punks on the sideline. Tell him what made you change your mind about the Rats, and help them on the streets. How have the Rats earned your respect? What kind of relationship would you like to have with Billy and his friends in the future?**

Key Paragraph, p. 217

"Watch it!" the man said. There were *two* of them, both huge. And hanging between them, looking like some old jacket on a hanger, was Grampa. Each man had a

hand under one of his arms. Mama was trying to pull Grampa back. The first man knocked her hand away” (p. 217).

Writing Prompt

During WWII, Japanese-Americans were arrested on little pretext. Though it has been months since the bombing of Pearl Harbor, Grampa is only now being taken into custody. What do you think motivated the arrest? Often, orders to arrest are handed down from above. **Write a two narrative paragraph memo ordering the arrest of Joji Nakaji. Give the order. List the charges. Provide directions for what is to be done once he is in custody.**

Key Passage, p. 225

“It means if you tell *anyone* about this sword and someone takes it away from me because of what you said, I’m going to make you pay for it...and not in money.’

Keet laughed again. ‘Yeah? You and whose army, shrimp?’

I stepped back out into the clearing, into the sunlight. ‘Me and *this* army,’ I said (p. 225).

Writing Prompt

Tomi has finally chosen to stand up to Keet. It is clear that Keet feels the need to torment Tomi, but is unwilling to do it openly. Tomi wants to hold up his family honor, but is aware that his mother and sister depend on Keet’s family for work and shelter. What should he do now?

Write a 2 or 3 paragraph narrative proposal for peace to give to Keet. The project is to maintain peace and cooperation between your families. While no materials are required, there are things the two of you must agree to do and not do. What is your peace plan? Suggest a way that Keet might reply or signify to you that he accepts your proposal for peace.

Key Paragraph, p. 244

“As I followed Mari and Kimi with their two cans of eggs back down from the chicken coops, I decided that tonight I would take out the *katana* and carefully rub away any spots of rust I found on the blade. Then I would run the oilcloth over it and let Kimi hold it. I would tell her where it came from, and why we needed to protect it and keep it clean, and what it stood for. I would tell her that Papa and Grampa would be so proud of her when they came home and found out that she knew all about why we still had it after all these years” (p. 244).

Writing Prompt

Tomi is now ready to assume responsibility as the male head of his household. He is getting a job, helping his mother run the house, getting an education, and taking care of his little sister. In addition, he is the caretaker of the family honors and traditions, as symbolized by the *katana*. His heroic journey may not end here, but his childhood has come to an end.

Pretend you are Tomi. **Write a 2 or 3 paragraph narrative stating exactly what you want to say to Kimi about the *katana* and its significance. She is only five, so**

speak in a way that she can understand. Be sure to tell her where the *katana* came from, why you need to protect it and keep it clean, and what represents to your family.

Key Paragraph, p. 245

“In 1945, after World War II ended, all Hawaii Japanese who had been interned or relocated were released and allowed to return to their homes in the islands. Unfortunately, many of them had no homes to return to, all their earthly possessions having been taken from them. In the 1980s, forty years after the fact, the United States government finally acknowledged that it had made a mistake, and agreed to pay each of the survivors \$20,000 in reparations” (p. 245).

Writing Prompt

Pretend you are Tomi Nakaji. You have just written your memoir, titled, *Under the Blood-Red Sun*. **Write a five paragraph narrative letter to the potential editors of your memoir, convincing them to publish it for you. In it, introduce yourself and then explain the context of the tale you have written. Discuss the most important thing you learned on your adventure, and suggest what you hope readers will get out of your memoir. Tell the editor what happened to your family after the war, and how World War II affected you, your family, and your best friends. Close the letter how you see fit. Be sure to revise after your first draft and edit your final copy.**

Close Close by extending today's lesson to life and the world.

Community Connection

In *Under the Blood-Red Sun*, Tomi Nakaji's father and grandfather are arrested for crimes they have not committed, and spend the duration of the war in prison camps. Millions of Japanese-Americans were interned without a trial during WWII, some as civilians, and others as military prisoners. As your community connection this quarter, study the history of the internment of Japanese-Americans, and compare their treatment to that of modern military prisoners. How are POWs treated around the world? Why is it such a controversial issue in the United States?

Here are some resources you can use throughout this Unit:

More info on Japan and prisoners of war

<http://www.axpow.org/halloranraymond.htm>

Afghanistan War

<http://www.cnn.com/2013/06/20/us/pow-bergdahl-taliban-talks>

http://usnews.nbcnews.com/_news/2013/06/20/19055634-taliban-offers-to-swap-american-pow-for-five-gitmo-detainees?lite

Guantanamo Bay

<http://www.britannica.com/EBchecked/topic/1503067/Guantanamo-Bay-detention-camp>

<http://lightbox.time.com/2013/05/30/inside-guantanamo-bay-photographs-by-eugene-richards/#1>

<http://www.npr.org/2013/05/11/183180798/in-guantanamo-have-we-created-something-we-cant-close>

Treatment of POW's

http://www.skwirk.com.au/p-c_s-56_u-430_t-1102_c-4266/making-ethical-judgements/qld/sose-history/conflict-consensus-and-care/1918-1945

http://www.encyclopedia.com/topic/prisoners_of_war.aspx

America's payment to Japanese Americans

http://www.democracynow.org/1999/2/18/wwii_reparations_japanese_american_internees

<http://www.nytimes.com/1988/04/26/opinion/final-payments-for-japanese-internees.html>

<http://www.time.com/time/magazine/article/0,9171,149131,00.html>

6g6 Venn Diagram Chart

