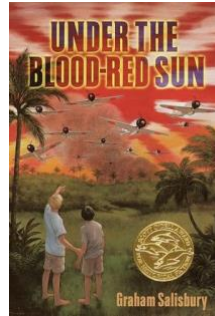


Under the Blood-Red Sun



ISBN-10 0-440-41139-4
ISBN-13 978-0-440-41139-0
Author Salisbury, Graham
Publisher Yearling
Copyright 1994
Lexile 640L
Genre Fiction
Synopsis This novel depicts 1941 Hawaii through the eyes of a thirteen-year-old Japanese American boy, Tomi Nakaji, as he struggles with the racism, violence, and hardship that arise when his father and grandfather are wrongfully arrested after the bombing of Pearl Harbor.
Themes War and Conflict, Resilience
Protagonist Asian-American
Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



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 faced with poverty, and they experience 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. This could be a project for small student groups, or one large class project.

Community Connection

This is a good opportunity to teach about the history of Japanese-American internment. If your class is mature enough, you then can compare the situation of WWII POWs across the world with POWs today. For example, what is the current situation at Guantanamo Bay, and is the U.S. justified in keeping prisoners there?

English Learner Connections/Support

This novel includes a lot of Japanese and Hawaiian dialect and slang. Most are explained either in the lesson plan or the novel itself. It would be helpful for all learners, but especially ELs, to keep a classroom glossary posted that includes the foreign words mentioned in the novel.

Film Resources

There is no film of *Under the Blood-Red Sun*, though there are many films about WWII. *Pearl Harbor* is ever popular with students, 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, and is probably not relevant for your students. However there is a great PBS film titled *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.

History and Social Studies Reading and Writing Standards 11-12

The following History and Social Studies Reading and Writing Common Core standards will be met throughout these lessons:

Reading

RH3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Writing

WHST6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Final Writing Assignment

The final writing product is a narrative essay in the form of a business letter to an editor. In this case, the students 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

This 4 week unit will examine the text through a close reading in the light of a common theme in mythology: the hero's journey. We will apply this theme to our reading of Tomi Nakaji's life, as well as our own and the lives of others and others we know of. We will start by introducing the notion of the hero's journey as Joseph Campbell developed it,

and Christopher Vogler has applied it to film. A chart is provided to explain the stages of the heroic journey using the scenes of two movies most students are familiar with as examples. We then study the novel introducing some background on mythology at the beginning of each lesson, background that is directly relevant to the days reading. Finally each day's writing prompt is part of developing a series of autobiographical and biographical sketches of heroic journeys in people's lives.

Explain the Heroic Journey to students using examples from these well know stories/films. For an extended, multi-day lesson, you can use clips from the films.

The journey begins in the Ordinary World where you are bored, feeling stuck, finding your life is going nowhere, or at least not where you want it to go.	The Wizard of Oz	Star Wars IV: A New Hope
	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
But then, in this ordinary world, unexpectedly, you receive a Call to Adventure . Often from a herald, sometimes an invitation sometimes a plea for help, often a disruption.	Toto is threatened, Dorothy begins to run and then- the TORNADO	R2D2 brings an urgent message from Princess Leia
Our hero, bored and stuck, is Reluctant to answer this call and even Refuses the Call it is too different, too many obligations, not now...	Dorothy hides –she's not in Kansas anymore	Luke has obligations at home and must stay; this changes when the farm is blown up
This will change and the call will be answered and training will be required and for this a Mentor will enter and provide the crucial training and expertise and wisdom, and some tool or symbolic object necessary for the journey.	The Good Witch Glenda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
You can't stay in school and enjoy the wisdom of the mentor forever, somewhere the journey must begin and you must enter the special world where this heroic journey will take place, and so you Cross the Threshold and begin the journey.	Dorothy sets out on the Yellow Brick Road	Luke leaves home with his light saber
The journey is never really alone – you need companions on the way. Now the test comes and you find who will be with you, who will not. Who will be your friends and who will be in your way? This is the time of Tests, Allies, Enemies	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man	The cantina scene: Luke meets Han Solo

As you set off with your companions you now approach that which is your deepest fear and longing and desire and dread, and Approach the Inmost Cave . You must approach – get ever closer - to what causes you the most anxiety and pain.	Meets and has to approach the Wizard of Oz	The Death Star pulls them in
And as you approach you reach the central crisis – you find yourself in the horrible mess you most feared – the Ordeal has come and you must summon everything heroic in yourself to get through it – then moment has come.	Approaching and experiencing the Wicked Witch's Castle	The trash master scene
You have survived and won, you claim your victory and leave with your Reward, which you can celebrate.	Dorothy has the witch's broom to give to the wizard	But they do survive and launch an attack
But the story isn't over yet because you have to either stay in this special world or return to the ordinary world – which hero's almost always do – and the real proving is on the 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
What has our hero learned? Has he or she really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it – is there a real Transformation when everything depends on it?	Glenda enters and tells Dorothy that she has always had the power	Han Solo assists, Luke, even though he is a mercenary who previous pattern has always been cut and run; Luke trusts the force, even though he has never trusted anything except himself before - makes his shot and destroys the Death Star
The heroic journey ends with what you learned out of all of this - did you get the outcome Return with what you take out of this experience .	Click the ruby slippers and goes home	Award Ceremony – connection to Jedi Knight
Outcome: in simplest terms, what was it that you learned.	There's no place like home	Trust in the force

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

Name _____

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 Lesson Plan

Under the Blood-Red Sun, Day 1



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

RL3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b.) Analyze nuances in the meaning of words with similar denotations.

RH3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

PREPARE

1. 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?

haole – Hawaiian English, meaning a white or Caucasian person

ojii-chan – Japanese, meaning grandfather

kimpatsu – Japanese, meaning a person with yellow (blond) hair

confonnit – Grampa's pronunciation of "confound it," a popular slang word of the time that means "darn it"

What was life like in Hawaii during the 1940s?

Use these resources to research life in Hawaii during the 1940's:

<http://www.hawaiihistory.org/index.cfm?pageid=12>

<http://www.honolulumagazine.com/Honolulu-Magazine/November-2011/Photo-Essay-20th-Century-Honolulu/>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

precious (1)	coral (1)	tarp (1)	mitt (2)	stubborn (4)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-13, ending after “I charged him, and we got into a fight, right on the Wilson’s front porch” (p. 13).

Setting	Characters	Pages
In front of Tomi’s house, September, 1941	Tomi Nakaji, Grampa, Billy Davis	1-3
	Tomi, Grampa, Billy, Mama, Kimi	3-4
	Tomi, Grampa, Billy	4-5
The jungle	Tomi, Billy	5-6
The pigeon lofts	Tomi, Billy, Keet Wilson, Jake	7-12
	Tomi, Billy	

RESPOND

5. Timeline

Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map

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

Pacific Map

Create a classroom 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

7. 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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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 go to school 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. 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>

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 2



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b.) Analyze nuances in the meaning of words with similar denotations.

PREPARE

1. 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 *hana-kuso* mean?

hana-kuso – Japanese, meaning booger

Where is Tomi in his Heroic Journey?

The Ordinary World: We meet the hero in circumstances, which would not lead us to believe there is anything special about the hero – he or she appears to be so ordinary. And yet, we are given signs that this person does have some special power, or gift, or ability. In Tomi's case, he is a normal teenage boy, focused on friends and baseball, but he has learned to deal with the prejudice and culture clash that surround him because of his Japanese-American background.

Call to Adventure: The journey continues at the next stage when our hero is called by events, or circumstances, a message or a messenger, out of this ordinary world to take on a greater adventure in the world outside. This call to adventure will most often take the hero to a special world, a world not situated in the facts of time and space, but a fantasy world. Often, it is a fantastic world where things that can't happen in the real world, the ordinary world, can happen.

In this fantastic world we can learn about the lessons our lives can teach us in new ways. Often the agent that brings the call to adventure is a **herald**. Our hero, bored and stuck, is **Reluctant to answer this call** and even Refuses the Call - it is too different, the hero already has too many obligations, he says "not now."

In Tomi's case, the omnipresence of the war is the **Call**. His reaction to the already growing anti-Japanese sentiment, his pleas to Grampa to "act American," his weak response to Keet's blatant prejudice, and his disinterest in the War, reflect his reluctance to accept his Call to Adventure.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

chauffer (19)	fanatics (21)	demonstration (22)	somersaults (22)	stucco (23)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 13-26

Setting	Characters	Pages
Tomi's house, the night after Keet and Tomi fought, a few years in the past	Tomi, Papa, Grampa, Mama, Kimi	13
	Tomi, Papa, Grampa	13-14
	Tomi, Mama	14-15
Outside Tomi's house, the present	Tomi, Billy	15-16
In front of Roosevelt High School	Rico, Mose, Billy, Tomi	17-22
Mr. Ramos' classroom	Tomi, Mr. Ramos	22-23
In front of Roosevelt HS	Tomi, Billy, Rico, Mose	23-26

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

6. Map

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

Pacific Map

Update your classroom 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/>

EXPLORE

7. Activity

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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 their students or the people being mentored, and how they came to be a teacher or person being mentored, 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?

11. 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?

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 3



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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 *katana* and *butsudan* mean?

katana – Japanese, meaning samurai sword.

butsudan – Japanese, describing an altar where a family honors its ancestors

Who was Emperor Hirohito?

Emperor Hirohito (1901-1989) was the emperor of Japan at the time of the novel. He was the figurative leader of Japan, though there was a separate government that made most of the decisions. He is widely criticized by historians for “going along” with the decision to build an alliance between Japan, Germany, and Italy, which was one of the factors leading to Japan’s involvement in WWII. Prior to the war, the emperor was seen as a divine figure, which was why his portrait would have been near Tomi’s family altar.
<http://www.biography.com/people/hirohito-37173>

Where is Tomi in his Heroic Journey?

Mentor: Answering the Call is inevitable for the hero, and training will be required. A **Mentor** will enter and provide the crucial training and expertise and wisdom, and some tool or symbolic object necessary for the journey. Tomi will experience many mentors to help him along. Mr. Ramos is one of them. Watch for the others.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

esteem (27)	embarrassed (29)	encourage (29)	devotion (30)	honorable (30)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

Read p. 27-40

Setting	Characters	Pages
The bus stop, after school	Tomi, Billy, Mose, Rico, Tough Boy Gary Ferris	27
The bus	Billy, Tomi	28
Walking home		28-29
Inside Tomi’s house	Tomi	29-31
Outside Tomi’s house	Tomi, Billy, Lucky	31-33
Diamond grass	Billy, Tomi	33-37

	Tomi, Billy, Grampa	37
	Tomi, Billy, Grampa, Papa	37-38
Pigeon lofts	Tomi, Papa, Billy	38-40

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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

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

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>

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. 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?

US POW Camps

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

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 4



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b.) Analyze nuances in the meaning of words with similar denotations.

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- L1.** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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 *sampan*, *itadakimasu*, *gochisoh-sama*, *bombye*, and *li-na* mean?

sampan – A Japanese fishing boat

itadakimasu – Japanese, meaning “Let’s eat”

gochisoh-sama – Japanese, meaning you’re done eating.

bombye – Hawaiian dialect for “later” or “in a while”

li-na - Japanese for “good.”

Where is Tomi on his Heroic Journey?

Mentor: At this point in the story a **Mentor** enters, sometimes one person, sometimes several, sometimes even whole institutions or organizations or ways of being. The functions of this mentor are teaching, guiding, and training, but also protecting and forming the young hero until the hero is ready for the test ahead. This is generally symbolized by objects, or tools, amulets that are either necessary for the tasks at hand, or that have special properties that will be necessary for the particular tasks in this story: the ruby slippers in *The Wizard of Oz* or the light saber in *Star Wars*.

For Tomi, the men on Papa’s boat are mentors, and the tools of fishing are those special tools that are provided to our hero.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

diesel (42)	binoculars (43)	tiller (48)	wake (49)	visible (52)
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READ

3. Review Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 41-52

Setting	Characters	Pages
Tomi's house, early morning	Tomi, Papa	41-42
	Tomi, Mama	42
Outside the house	Tomi, Papa, Lucky	42
Outhouse	Tomi	42-43
Outside the house	Tomi, Billy	43
The Nakaji kitchen, breakfast	Tomi, Billy, Papa, Mama	43-44
	Tomi, Billy, Mama	44-45
	Tomi, Billy, Mama, Grampa	45-46
Sanji's truck	Tomi, Billy, Papa, Sanji	46-47
Papa's <i>sampan</i> , on the dock		47-50
Papa's <i>sampan</i> , out to sea		47-52

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline..

Discuss the reading and add 3-5 events to the timeline.

6. Map

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

Pacific Map

Update your classroom 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.

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

<http://www.infoplease.com/atlas/pacificislandsandaustralia.html>

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

<http://www.maps-world.net/oceania.htm>

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. Locate Wheeler field on your map of Oahu.

<http://www.gohawaii.com/visitor-guide>

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

<http://geology.com/state-map/hawaii.shtml>

EXPLORE

7. Activity

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

Open Mind Portrait

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. 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?

US troops in POW camps

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

Character Based Literacy Program Lesson Plan *Under the Blood-Red Sun*, Day 5



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL6. Adapt speech to a variety of contexts demonstrating command of formal English when indicated and appropriate

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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 *noio*, *aku*, *magokoro*, and *chee* mean?

noio – Japanese, meaning a fish eating, sea bird.

aku – Japanese, skipjack Tuna

magokoro – Japanese, meaning love and attention.

chee - Hawaiian dialect, meaning “Wow!”

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

swarm (53)	mallet (55)	wincing (56)	gunwale (57)	squatted (63)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 53-65

Setting	Characters	Pages
Papa's <i>sampan</i> , day	Tomi, Billy, Sanji, Papa	53-60
Papa's <i>sampan</i> , night		60-62
Tomi's house	Tomi, Billy, Sanji, Papa, Mr. Wilson, Keet	63-65

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline..

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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>

KWL Chart

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

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

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

Community Connection

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?

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 Lesson Plan

Under the Blood-Red Sun, Day 6



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b.) Analyze nuances in the meaning of words with similar denotations.

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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?

While baseball games were available in New York on experimental TV stations, Hawaii wouldn't have television until the first station started broadcasting in 1952. The first live broadcasts from the mainland would not begin until 1966...Tomi and Billy would have to wait fifteen years to see their first live major league game on TV if they still lived in the islands!

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

machete (67)	brainwashed (68)	dialogue (68)	pure (68)	hoarse (74)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 67-76

Setting	Characters	Pages
Outside Tomi's house	Tomi, Keet, Grampa	67-68
Charlie's house, early October	Tomi, Grampa, Billy, Charlie	68-69
Tomi's house, day of the 4 th World Series game	Tomi, Mama	69
In the jungle	Tomi, Jake, Keet	69-70
Charlie's house, day of the 4 th World Series game	Tomi, Billy, Grampa, Charlie	70-75
On the way home, through the jungle	Tomi, Grampa	75-76

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline..

Discuss the reading and add 3-5 events to the timeline.

6. Map

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

KWL Chart

Begin a class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? Today, what do they 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?

EXPLORE

7. 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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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)

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

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

Community Connection

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?

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

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 7



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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 was the significance of the USS *Reuben James*?

The *Reuben James* was the first U.S. warship sunk by German torpedoes in WWII. It was sunk on October 31, 1941. Only 44 of the 159 men on the boat survived the attack. The *Reuben James* was made even more famous by a Woody Guthrie song written in 1941-42 titled "The Sinking of the Reuben James." The lyrics are as follows:

https://www.woodyguthrie.org/Lyrics/Sinking_Of_The_Reuben_James.htm

Have you heard of a ship called the good Reuben James
Manned by hard fighting men both of honor and fame?
She flew the Stars and Stripes of the land of the free
But tonight she's in her grave at the bottom of the sea.

Tell me what were their names, tell me what were their names,
Did you have a friend on the good Reuben James?
What were their names, tell me, what were their names?
Did you have a friend on the good Reuben James

Well, a hundred men went down in that dark watery grave
When that good ship went down only forty-four were saved.
'Twas the last day of October we saved the forty-four
From the cold ocean waters and the cold icy shore.

It was there in the dark of that uncertain night
That we watched for the U-boats and waited for a fight.
Then a whine and a rock and a great explosion roared
And they laid the Reuben James on that cold ocean floor.

Now tonight there are lights in our country so bright
In the farms and in the cities they're telling of the fight.
And now our mighty battleships will steam the bounding main
And remember the name of that good Reuben James.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scornfully (79)	whined (81)	fumble (82)	massive (85)	honeysuckle (86)
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READ

3. Review Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 77 – 87

Setting	Characters	Pages
The street near Tomi's house	Tomi, Billy, Mr. Wilson	77-79
Near the chicken coop	Grampa, Kimi, Tomi	79-80
Kitchen table	Mama, Tomi	80-81
Under the house the next morning	Tomi, Lucky	81-82
	Tomi, Lucky, Grampa, puppies	82
	Tomi, Lucky, Grampa Kimi, Mama, Billy	82-83
Outside the house, near the chicken coop	Tomi, Grampa	83
Under the house	Billy, Tomi, Lucky, Puppy	84-85
Diamond grass, that night	Billy, Tomi	85-86
The next day at the kitchen table	Papa, Tomi, Grampa	86-87

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline..

Discuss the reading and add 3-5 events to the timeline.

6. Map

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

Pacific Map

Update your classroom 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>

KWL Chart

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

EXPLORE

7. Activity

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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*?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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!**

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

Community Connection

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 website to explore the Japanese Internment:

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

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

Character Based Literacy Program Lesson Plan *Under the Blood-Red Sun, Day 8*



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

RL3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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.

Where is Tomi on his Heroic Journey?

Tests, Allies, Enemies: The journey is never really alone- you need companions along the way. Now the test comes and you find who will be with you and who will not. Who will be your friends, and who will be your enemies? What tests will you have to pass?

Tomi's friendships strengthen as the novel goes on, and his enemies emerge as well. From the street to the baseball diamond to his own backyard, he has to deal with a variety of opponents. This is the point in the novel where we learn about the strength of Tomi's alliances, and about how he deals with conflict.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lurched (91)	festival (92)	roamed (92)	strutting (97)	yelped (101)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 90 – 102

Setting	Characters	Pages
At school, Mr. Ramos's class, November 15 th	Billy, Tomi, Rico, Mose, Mr. Ramos	88-90
City bus to Kaka'ako	Billy, Tomi, Rico, Mose	90-92
Coral Street, Kaka'ako	Tomi, Billy, Rico, Mose, and a group of seven bullies	92-94
	Tomi, Billy, Rico, Mose, bullies, Herbie Okubo's older brother	94-95
The baseball diamond at Atkinson Park	The Rats, the Kaka'ako Boys, The Butcher, Herbie Okubo and his older brother	95-97

Saturday a few weeks later, at the chicken coop	Tomi, Grampa	99-100
The Wilson's house	Tomi, Rufus, Mr. Wilson, Keet	100-102

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline...

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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

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

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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. 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?

Information on Manzanar, a relocation center for Japanese Americans:

<http://www.manzanar.com/information.php>
<http://www.javadc.org/manzanar.htm>

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 9



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

RH5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

PREPARE

1. 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 happened on December 7, 1941?

The morning of December 7, 1941, Japanese bombers destroyed the U.S. naval base at Pearl Harbor. Over 3,500 Americans were killed or wounded, 350 aircraft were destroyed or damaged, and all 8 battleships of the U.S. Pacific fleet were sunk or very badly damaged. The bombing Pearl Harbor marks the entrance of the U.S. into WWII. Many now speculate that if Japan had not “woken the sleeping giant” of America, the outcome of the war may not have been in the Allies’ favor.

Primary sources for Pearl Harbor attack

<http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/pearl-harbor.html>

A nurse who was on duty the day of the attack

<http://ehistory.osu.edu/osu/sources/oral/oralview.cfm?oralid=6>

Japan’s view of the attack on Pearl Harbor

<http://www.eyewitnesstohistory.com/pearl2.htm>

The White House view of Pearl Harbor

<http://www.eyewitnesstohistory.com/pearl3.htm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

anxiously (103)	routine (103)	brilliant (104)	mosquito (104)	droning (105)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 102 – 114

Setting	Characters	Pages
Near the chicken coop	Tomi, Grampa	102
Under the house	Tomi, Kimi, Lucky, Azuki Bean	102-103
Tomi and Grampa's room	Tomi, Grampa	103-104
December 7, 1941, Diamond grass	Tomi, Billy	104-108
	Tomi, Billy, Grampa	108
Tomi's house	Tomi, Billy, Grampa, Mama, Kimi	108-110
Charlie's house	Tomi, Billy, Charlie	111-114

RESPOND**5. Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline...

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?**Pacific/Hawaii Maps**

Update your classroom map of the Pacific and Hawaii. 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. Be sure that Pearl Harbor is on your Map of Oahu.

<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>

KWL Chart

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

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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*?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?**

11. 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?

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 10



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL6. Adapt speech to a variety of contexts demonstrating command of formal English when indicated and appropriate

L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

RH5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

PREPARE

1. 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 martial law?

Martial law is when the military takes control over a territory during a time of war or instability. All civilian government must then follow military directives. From 1941 to 1944, the people of Hawaii lived under martial law. The military controlled all aspects of the government, including police activity. The military government suspended rights of *habeas corpus*, which is the constitutional right to be formally accused and tried for a crime. As a result, the military governor could detain people without bringing them to trial. This will play a major role as the novel progresses.

An Oral History of the Pearl Harbor Attack, 7 December 1941

<http://cnu.libguides.com/pspearlharbor>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

muffled (114)	bayonets (117)	rifles (117)	dazed (119)	vanished (119)
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READ

3. Review

Review the timeline from the beginning every day..

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 114 – 129

Setting	Characters	Pages
Tomi's house	Tomi, Mama	114
Tomi's house, in Mama's closet	Tomi, Kimi	115
Below the house	Tomi, Lucky, puppies	115-116
In the house	Tomi, Kimi, Azuki Bean	116
On the porch	Tomi, Billy	116
	Tomi, Billy, Grampa	116-117
	Tomi, Billy, Grampa, U.S. soldiers	117-118
	Tomi, Billy, Grampa	118-119
Inside Tomi's house	Tomi, Grampa, Mama, Kimi, Charlie	119-120
	Tomi, Mama, Grampa, Kimi	120-121
The middle of the night	Tomi, Grampa	121-122
The next morning, at the front door	Tomi, Grampa, Mama, two FBI men	123-125
Pigeon lofts	Tomi, Grampa, FBI men, pigeons	125-126
The kitchen	Tomi, Mama, Kimi	126

Pigeon lofts	Tomi, Grampa, FBI men, pigeons	126-128
Outside Tomi's house	Tomi, Grampa	128-129

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline...

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? Today, have students add questions about martial law and what it's like for the citizens of a country at war.

EXPLORE

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

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!

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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.**

11. 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?

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

<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.

Character Based Literacy Program Lesson Plan *Under the Blood-Red Sun, Day 11*



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b.) Analyze nuances in the meaning of words with similar denotations.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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?

Propaganda is the deliberate spreading of information, rumors, and ideas designed to make the general population support a specific cause. During World War II, governments on all sides produced propaganda to recruit soldiers, raise funds, and increase civilian support to their cause. They used posters, radio ads, and flyers to help raise moral and strengthen the war effort. Unfortunately, in the United States, this included anti-Japanese propaganda that increased racial tension and hatred of Japanese-Americans.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

agents (130)	disgraced (133)	rumors (133)	altar (137)	glistening (137)
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READ

3. Review Review the timeline from the beginning every day..

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 129 – 142

Setting	Characters	Pages
Tomi's house, the day after Pearl Harbor	Mama, Tomi	129
The grocery store	Tomi, Mama, grocery store customers	129-131
The kitchen	Tomi, Mama, spy	131
Tomi's bedroom	Tomi, Grampa	133
Outside Billy's house	Tomi, Charlie	134
Tomi's kitchen	Tomi, Mama, Grampa, Charlie	134-136
	Tomi, Mama, Grampa	137

In the yard	Tomi, Keet, Jake	138-139
The porch	Tomi, Mama, Kimi	140
The pigeon loft	Tomi, Kimi	140-141
The next morning, in the kitchen	Mama, Tomi, Grampa	141-142

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline...

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? Today, add information about the treatment of Japanese Americans during wartime.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. 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?

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

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 12



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- WHST9. Draw evidence from informational texts to support analysis, reflection, and research.

PREPARE

1. 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.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

coops (146)	bomb shelter (147)	anti-aircraft (150)	stray (150)	shy (151)
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READ

3. Review

Review the timeline from the beginning every day..

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 143 – 153

Setting	Characters	Pages
Diamond grass	Tomi, Kimi	143-144
The pigeon lofts	Tomi, Kimi, Two pigeons	144-145
Outside the house	Tomi, Grampa	146
The chicken coop, a few days later	Tomi, Grampa	146
Billy's house	Tomi, Billy, Red, Jake	147-149
The jungle	Tomi, Billy, Red	149-152
Diamond grass		152-153

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline...

Discuss the reading and add 3-5 events to the timeline.

6. Map

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

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know?

EXPLORE

7. 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>

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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.**

11. 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?

List of Temporary Detention Camps

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

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 13



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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.

Was Sand Island a real place?

Sand Island, at the entrance of Honolulu Harbor, is indeed a real place. During World War II, it was a military installation, and housed Japanese-Americans in an internment camp. In the early months of the war, many Japanese-American men were taken straight to Sand Island, because they were perceived to be a threat to the war effort.

Sand Island information:

<http://the.honoluluadvertiser.com/article/2005/Nov/27/ln/FP511270347.html>
[http://encyclopedia.densho.org/Sand%20Island%20\(detention%20facility\)/](http://encyclopedia.densho.org/Sand%20Island%20(detention%20facility)/)

What does *shikata ga nai* mean?

shikata ga nai -Japanese, meaning “it cannot be helped”

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

nag (155)	averted (156)	rationed (157)	wardens (157)	tact (167)
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READ

3. Review Review the timeline from the beginning every day..

4. Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

Read p. 155 – 167

Setting	Characters	Pages
Outside Tomi's house	Tomi, Mose, Rico	155-157
On the way to the police station		157-160
The police station	Tomi, Mose, Rico, policeman	160-161
In the jungle	Tomi, Lucky	161-163
	Tomi, Lucky, Grampa, Charlie	163-164
A few days after Christmas, near Tomi's house	Tomi, Billy	165-166
Diamond grass	Tomi, Billy, Mama	166-167

RESPOND**5. Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline...

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?**Pacific Map**

Update your classroom 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. Today, add Sand Island to your map of Oahu.

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

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

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

KWL Chart

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

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. 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?

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 14



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

PREPARE

1. 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.

Where is Tomi on his Heroic Journey?

Approaching the Inmost Cave: In mythology, stories of the heroic journey introduce us to the hero through a series of tests that clarify who are enemies and who are allies. The journey always includes companions, and always leads to a series of increasing conflicts and an ordeal in which these allies and enemies will be critical. On the way to ordeal, the hero experiences conflict with those he or she meets along the way: people, forces, and places. This is the **Approach to the Inmost Cave** (Christopher Vogler, Joseph Campbell).

This is the area or zone of approach where the hero is going deeper into the special world and getting closer to the ordeal, the crisis that must inevitably erupt. This is the crisis that will test his or her courage, and call on everything he or she has to offer, everything he or she has learned. This approach can be fast or slow, mountainous or a desert journey, a physical struggle or even a romance. It is very often a series or progressive set of choices and tests, getting closer to the real test. Today, Tomi Approaches his Inmost Cave when he tries to see his father.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

alley (167)	indebted (170)	barbed (172)	coils (172)	restricted (173)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 167 – 181

Setting	Characters	Pages
The alley outside Sanji's wife's apartment	Tomi, Billy, Mama	167
Sanji's wife's apartment	Tomi, Mama, Billy, Sanji's wife's mother	168
	Reiko, Mari, Tomi, Mama, Billy, Sanji's wife's mother	168-170
The bus on the way home	Tomi, Mama, Billy	170
Tomi's house	Tomi, Grampa	171
On the way to the harbor	Tomi	171-172
The harbor	Tomi, soldiers	172-173
Beneath a bridge	Tomi	173-175
In the water	Tomi	175-176
On the shore of Sand Island	Tomi	175-177
	Tomi, Papa's friend	177-178
	Tomi, Papa, Japanese-American fishermen	178-179
	Tomi	179-180
In the water, on the way back	Tomi	180-181
Under the bridge	Tomi, a soldier	181

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? 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?

EXPLORE

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

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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?**

11. 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?

Hawaiian Internment Camps

<http://reason.com/reasontv/2013/06/05/hawaiiis-forgotten-internment-camps>
<http://www.hawaiinewsnow.com/Global/story.asp?S=7954961>

Character Based Literacy Program Lesson Plan *Under the Blood-Red Sun*, Day 15



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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 *usotsuki*, *musubi*, *doh sureba iino*, and *daijobo-yo* mean?

usotsuki – Japanese, meaning liar

musubi – Japanese, a popular rice and seaweed treat in Hawaii

doh sureba iino – Japanese, meaning “what should I do?”

daijobo-yo – Japanese, meaning “it’s all right”

Where is Tomi on His Heroic Journey?

The Ordeal: The ordeal has come and you must summon everything heroic in yourself to get through it. Today, Tomi faces the ordeal when he is caught by the MPs at the harbor, and subsequently shot at by Mr. Wilson on the way home.

Tests, Allies, Enemies: The journey is never really alone- you need companions along the way. Now the test comes and you find who will be with you and who will not. Who will be your friends, and who will be your enemies? What tests will you have to pass? Tomi continues to make allies and enemies, and face tests as he grows into manhood.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

faintly (184)	hesitated (189)	mumbled (191)	strolled (192)	settling (194)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 183 – 194

Setting	Characters	Pages
Under the bridge	Tomi, MP	183-184
In the jeep	Tomi, MPs	185
Outside the Wilson house	Tomi, Mr. Wilson	185-186
Tomi's kitchen, late at night	Tomi, Mama, Grampa, Kimi	186-187
Tomi's bedroom, late at night	Tomi, Mama	187-188
Tomi's house, New Year's Day	Tomi, Billy	188-190
On the way to Atkins Park, New Year's Day	Tomi, Billy, Rico, Mose, Rodney Lasko, Randy Chock, Maxey Matos, Tough Boy	190-191
Coral Street	Tomi, Billy, Rico, Mose, Tough Boy, Coral Street punks	191-192
The baseball field	Kaka'ako Boys, The Rats, Herbie's older brother, Coral Street punks	192-194

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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.lonelyplanet.com/competitions/pacificislands/>

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

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

KWL Chart

Add to your class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? 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

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. 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?

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 Lesson Plan *Under the Blood-Red Sun*, Day 16



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL6. Adapt speech to a variety of contexts demonstrating command of formal English when indicated and appropriate

RH3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

PREPARE

1. 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 “ballahead” mean?

ballahead – Hawaiian slang, meaning bald

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inning (196)	hobbled (200)	zone (200)	heckling (201)	congratulated (203)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 195 – 204

Setting	Characters	Pages
The baseball field	The Rats, Kaka’ako Boys, Herbie Okubo’s ballahead older brother, the Coral Street punks	195-203
On the way to the bus	The Rats, Kaka’ako Boys, the Coral Street punks	203

RESPOND

5. Timeline Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? What have you learned about WWII?

EXPLORE

7. 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 website to visit:

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

<http://www.youtube.com/watch?v=yHnwxRfzR2A>

<http://www.eyewitnesstohistory.com/doolittle.htm>

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?**

11. 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?

More info on Japan and prisoners of war

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

Character Based Literacy Program Lesson Plan ***Under the Blood-Red Sun, Day 17***



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

RL3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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.

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

Over 120,000 Japanese Americans were jailed or interned during WWII. Not one Japanese American man or woman was ever convicted of espionage or sabotage during the war.

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

shira-nai – Japanese, meaning “I don’t know”

wakara-nai – Japanese, meaning “I don’t know, I think”

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

irritating (208)	practically (209)	behalf (213)	rapped (213)	evacuated (215)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 205 – 219

Setting	Characters	Pages
Tomi's bedroom	Tomi, Grampa	205-206
Tomi's porch, late at night	Tomi	206
Tomi's porch, the next morning	Tomi, Grampa, Mama	207
Diamond grass	Tomi, Billy, Grampa, Kimi	207-210
	Tomi, Billy, Grampa, Kimi, Lucky, puppies	210-211
Tomi's kitchen, the next morning	Tomi, Mama, Kimi	211-212
	Tomi, Mama, Kimi, Mrs. Wilson	212-214
Tomi's house, that evening	Tomi, Grampa, Mama	214
Rico's house, two days later	Tomi, Billy, Rico, Mose	215
On the way home from Rico's, five in the evening	Tomi, Billy	215-216
Outside the Wilson house	Tomi, Grampa, Mama, Kimi, two FBI men	216-217
Tomi's house	Tomi, Mama, Kimi, Billy	218-219

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map

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

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? What have you learned about WWII?

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. 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?

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>

Character Based Literacy Program Lesson Plan *Under the Blood-Red Sun*, Day 18



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

RH3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

PREPARE

1. 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.

Where is Tomi on his Heroic Journey?

The Reward: The heroic journey draws to an end when the hero has survived the ordeal, and won. The hero now claims victory and leaves with the hero's Reward with which he or she can celebrate. In Tomi's case, the reward is both literal and figurative... he takes possession of the family *katana*, and is recognized as a courageous and responsible figure by the adults in his life.

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

While many reasons have been given for not interning the Hawaiian Japanese population, the primary answer is that it simply wasn't practical. In 1941, approximately one-third of the population of Hawaii had some Japanese roots. The U.S. military did

not have the space to inter them on the islands, nor the resources to move that many people to the mainland. Since much of the working population was Japanese, the people were needed to maintain the economy of Hawaii.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

dawn (221)	grimacing (222)	clearing (224)	beamed (229)	gawked (229)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 219 – 230

Setting	Characters	Pages
Tomi's living room, the night Grampa is arrested	Tomi, Mama	219-220
The jungle near Charlie's house	Tomi	221
	Tomi, Charlie	221-223
	Tomi	223
	Tomi, Keet	223-226
Tomi's house, near the end of January	Tomi, Mama, Kimi	226-229
Tomi's house, early morning	Tomi, Billy, Mama	229
On the way to school	Tomi, Billy, Mr. Davis	229-230

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map

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

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? What have you learned about WWII?

EXPLORE

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

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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. 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?

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>

Character Based Literacy Program Lesson Plan ***Under the Blood-Red Sun*, Day 19**



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

RL3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

PREPARE

1. 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.

Where is Tomi on his Heroic Journey?

The Road Back: tells us what our hero has learned: has he or she really changed? In this journey, has their old self really been reborn as the new hero? This is where we really see it – is there a real **Transformation** when everything depends on it?

What does *kahiko o ke akua* mean?

It is Hawaiian, meaning “the adornment of the gods.”

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

slung (231)	enlist (232)	canal (238)	submerged (238)	loyal (239)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 230 – 244

Setting	Characters	Pages
School, sitting on the grass	Tomi, Rico, Mose, Billy	230-232
School, Mr. Ramos's class	Tomi, Billy, Rico, Mose, students	232-236
On the way to the canal, after school	Tomi, Billy, Rico, Mose	236-237
The canal	Tomi, Billy, Rico, Mose	237-239
On the street, on the way home	Tomi, Billy, Rico, Mose, a Hawaiian man	239-241
	Tomi, Billy, Rico, Mose	241-243
Tomi's house, Sunday morning, a few weeks later	Tomi, Mama, Kimi, Reiko, Mari	243-244

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Update your classroom 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 class KWL Chart about WWII in the Pacific. What do students already Know? What do they Want to know? What have you learned about WWII?

EXPLORE

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

Open Mind Portrait

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.

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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

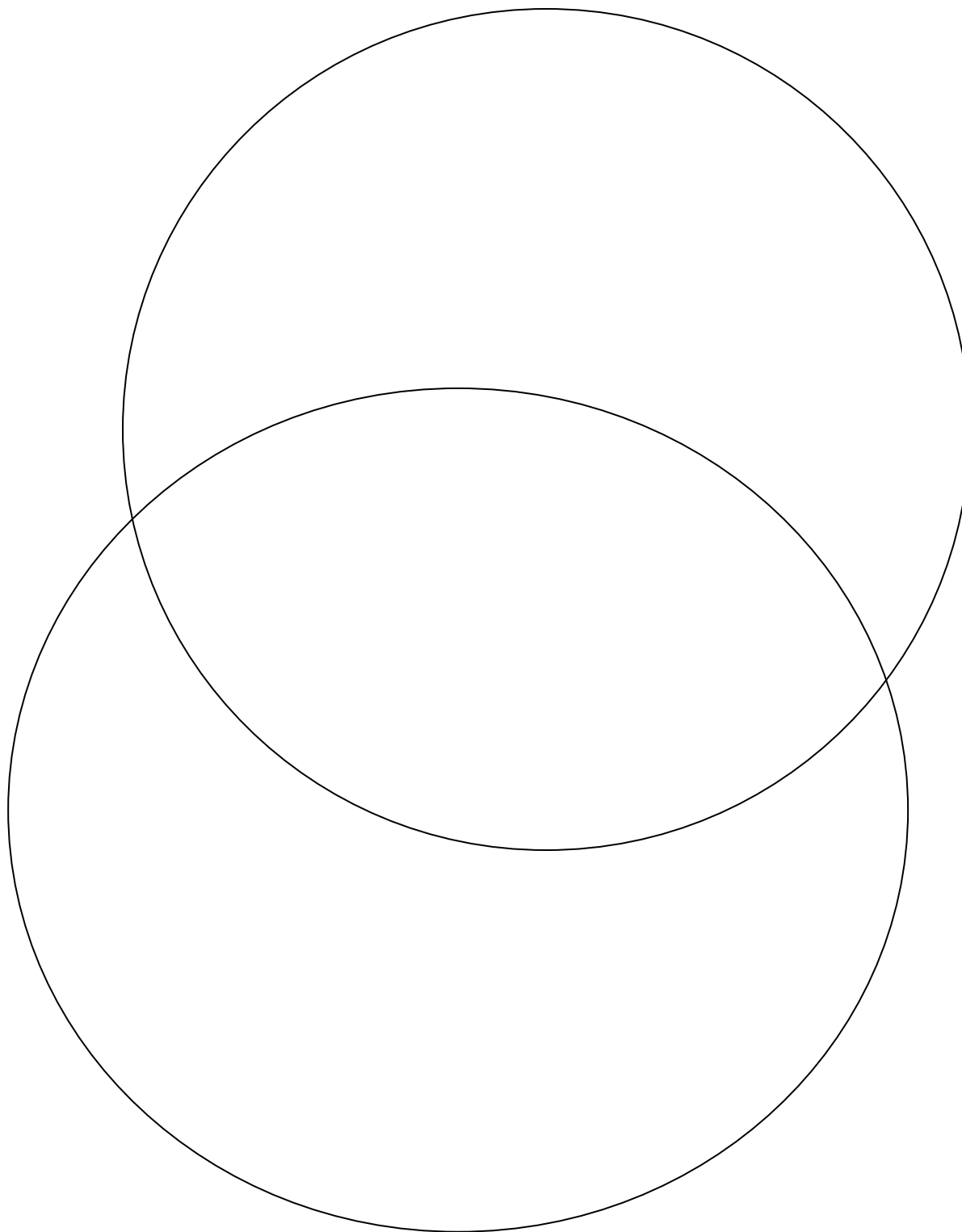
11. Close Close by extending today's lesson to life and the world.

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?

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

6g6 Venn Diagram Chart

Character Based Literacy Program Lesson Plan

Under the Blood-Red Sun, Day 20



Outcomes for Today

Common Core Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

RL3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c.) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b.) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

PREPARE

1. 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.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

interned (245)	reparations (245)	espionage (245)	sabotage (245)	decorated (246)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 245 – 246 “Epilogue”

Setting	Characters	Pages
1945, after the war	Hawaii Japanese, Americans	245-246

RESPOND

5. Timeline Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Pacific Map

Finish your classroom map of the Pacific.

KWL Chart

Finish your class KWL Chart about WWII in the Pacific.

EXPLORE

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

Open Mind Portrait

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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

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

Community Connection

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?

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>

