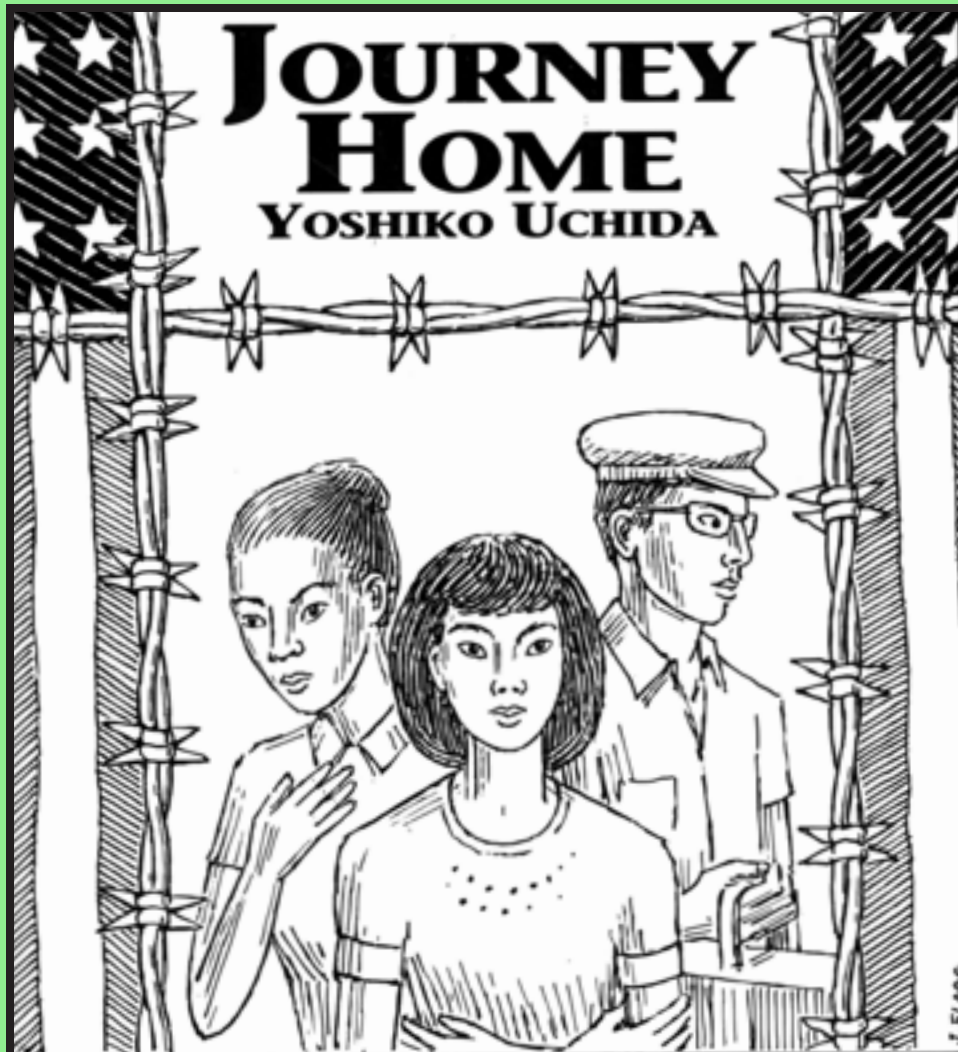


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *Journey Home*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. On December 7, 1941, Americans were shocked to learn that Japanese forces had launched a surprise attack on Pearl Harbor, forcing the United States to declare war on Japan and her allies. This great tragedy led to another catastrophe, the forced imprisonment of 120,000 Japanese Americans living in the United States. Read the Background Information on page two of this study guide and do some additional research to learn about the ten permanent relocation centers, or Japanese internment camps, built and supervised by the United States government. Find photographs of these places and display them in your classroom.
2. *Journey Home* begins as a young girl, Yuki Sakane, recalls her family's evacuation from California and their internment by the United States government in a camp in the Utah desert during World War II. To understand how the evacuation and imprisonment affected Yuki and other Japanese Americans, read picture books, such as Uchida's *The Bracelet*, Hamanaka's *The Journey*, or Mochizuki's *Baseball Saved Us*.
3. Yuki's journey began in Berkeley, California where she lived before the war. Using yarn and pins on a large map of the United States, plot Yuki and her family's trip from Berkeley to the internment camp in Topaz, Utah. As you read, continue to plot Yuki's journey on the map.
4. Even though they live in a democratic society, the main characters in *Journey Home* have freedoms taken away from them. Make a list of freedoms that you have come to expect. Which ones, if any, would you be willing to give up?
5. **Cooperative Learning Activity:** Brainstorm the concept of courage with a small cooperative learning group. Create a list of behaviors that define courage. As you read the story, record characters' actions that reflect the definitions of courage on your list.
6. After the death of her mother, Yoshiko Uchida wanted to write a book for her parents that would tell about the hardships they and other Japanese had gone through during World War II. The book she eventually wrote, *Journey to Topaz*, is an account of her own family's experiences in the World War II camps through the viewpoint of the main character, Yuki Sakane. *Journey Home*, a sequel to this story, is not part of Uchida's own life, but is reflective of the experiences of many Japanese people after they were released from prison camps. To gain interesting background information, read *Journey to Topaz* before you begin the continuation of Yuki's story in *Journey Home*.

CHAPTERS 1 - 3

Vocabulary: Read each of the following words and phrases and their definitions. Then choose the correct word or phrase to fill in each blank in the article below.

- barbed wire twisted strands of metal with sharp points that protrude
- barracks large simple building or group of buildings used as temporary housing for groups
- concentration camps places where prisoners of war, enemy aliens, and political prisoners are kept and detained, usually under harsh conditions
- contraband items enemy aliens are forbidden to have in their possession
- enemy aliens residents of the United States who are citizens of a country with whom the United States is at war
- excluded put out, expelled, evacuated

.....
Wartime Tragedy

With the bombing of Pearl Harbor by Japan on December 7, 1941, and the subsequent declaration of war on Japan, many people of Japanese ancestry who were living in the United States became _____.¹ Immediately, the United States government authorized strict controls over Japanese Americans. Even their innocent possessions, such as cameras and Boy Scout hunting knives, were seized by FBI agents as _____.² Within two months, 120,000 Japanese Americans were _____³ from the West Coast of the United States by law. Without trial or hearing, they were uprooted from their homes, businesses, and farms. They were temporarily imprisoned in abandoned racetracks and fairgrounds, and later transported to ten _____⁴ in remote, windswept locations of the country. For the duration of the war, the Japanese Americans were housed in bleak _____⁵ surrounded by fences of _____.⁶ The official government reason for their imprisonment was that it could not trust Japanese Americans to be loyal to the United States.