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”

Life in Hawaii during the 1940’s

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>precious</td>
<td>1</td>
</tr>
<tr>
<td>coral</td>
<td>1</td>
</tr>
<tr>
<td>tarp</td>
<td>1</td>
</tr>
<tr>
<td>mitt</td>
<td>2</td>
</tr>
<tr>
<td>stubborn</td>
<td>4</td>
</tr>
</tbody>
</table>

**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.

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

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>In front of Tomi’s house, September, 1941</td>
<td>Tomi Nakaji, Grampa, Billy Davis</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Tomi, Grampa, Billy, Mama, Kimi</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Tomi, Grampa, Billy</td>
<td>4-5</td>
</tr>
<tr>
<td>The jungle</td>
<td>Tomi, Billy</td>
<td>5-6</td>
</tr>
<tr>
<td>The pigeon lofts</td>
<td>Tomi, Billy, Keet Wilson, Jake</td>
<td>7-12</td>
</tr>
<tr>
<td></td>
<td>Tomi, Billy</td>
<td></td>
</tr>
</tbody>
</table>

**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, pg. 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 (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=2l86WRi60
http://www.netplaces.com/world-war-ii/the-horrors-of-war/prisoners-of-war.htm
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 the case of Tomi, 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. Wordwall  Here are five vocabulary words to teach and add to the Word Wall.

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

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.

<table>
<thead>
<tr>
<th>pg. 13-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>Tomi’s house, the night after Keet and Tomi fought, a few years in the past</td>
</tr>
<tr>
<td>Tomi’s house, the present</td>
</tr>
<tr>
<td>Outside Tomi’s house, the present</td>
</tr>
<tr>
<td>In front of Roosevelt High School</td>
</tr>
<tr>
<td>Mr. Ramos’ classroom</td>
</tr>
<tr>
<td>In front of Roosevelt HS</td>
</tr>
</tbody>
</table>

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
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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://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, pg. 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 (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**

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to that of modern military prisoners. How are POWs treated around the world? Why is it such a controversial issue in the United States?

POW camps WWII
http://www.history.co.uk/explore-history/ww2/prisoners-of-war.html

Character Based Literacy Program
Lesson Plan
Under the Blood-Red Sun, Day 3

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   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.
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**PREPARE**

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   **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](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. **Wordwall** Here are five vocabulary words to teach and add to the Word Wall.

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

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.

<table>
<thead>
<tr>
<th>pg. 27-40</th>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bus stop, after school</td>
<td>Tomi, Billy, Mose, Rico, Tough Boy Gary Ferris</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>The bus</td>
<td>Billy, Tomi</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Walking home</td>
<td>Tomi</td>
<td>28-29</td>
<td></td>
</tr>
<tr>
<td>Inside Tomi’s house</td>
<td>Tomi</td>
<td>29-31</td>
<td></td>
</tr>
<tr>
<td>Outside Tomi’s house</td>
<td>Tomi, Billy, Lucky</td>
<td>31-33</td>
<td></td>
</tr>
<tr>
<td>Diamond grass</td>
<td>Billy, Tomi</td>
<td>33-37</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tomi, Billy, Grampa</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Pigeon lofts</td>
<td>Tomi, Papa, Billy</td>
<td>38-40</td>
<td></td>
</tr>
</tbody>
</table>

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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, pg. 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 (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
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. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

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

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.

| pg. 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  
Sanji’s truck 45-46  
Papa’s sampan, on the dock 46-47  
Papa’s sampan, out to sea 47-50  
Tomi, Billy, Papa, Sanji 47-50  
Tomi, Billy, Mama, Grampa 45-46  

**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.
  - [https://en.wikipedia.org/wiki/Pacific_Islands](https://en.wikipedia.org/wiki/Pacific_Islands)
  - [http://www.peacesat.hawaii.edu/40RESOURCES/Maps/](http://www.peacesat.hawaii.edu/40RESOURCES/Maps/)
  - [http://www.maps-world.net/oceania.htm](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.

**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, pg. 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 (52).

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

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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.

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Page</th>
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**READ**

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**pg. 53-65**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
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<tbody>
<tr>
<td>Papa’s sampan, day</td>
<td>Tomi, Billy, Sanji, Papa</td>
<td>53-60</td>
</tr>
<tr>
<td>Papa’s sampan, night</td>
<td>Tomi, Billy, Sanji, Papa, Mr. Wilson, Keet</td>
<td>60-62</td>
</tr>
<tr>
<td>Tomi’s house</td>
<td>Tomi, Billy, Sanji, Papa</td>
<td>63-65</td>
</tr>
</tbody>
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**RESPOND**

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http://www.historyplace.com/unitedstates/pacificwar/timeline.htm
http://www.history.navy.mil/special%20highlights/wwii pac/WWII P ac-index.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, pg. 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 (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

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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

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<th>K</th>
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<tr>
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<td>What do you want to know?</td>
<td>What have you learned?</td>
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# 1g6 Setting Chart

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