

**Lydia Cardona**

**Lesson Title:** Literature lesson for Under the Blood Red Sun, by Graham Salisbury/Japan, WW II

**Grade/Subject:** 6, Language Arts

**Time:** 1-2 weeks

**Description:** Use the novel, Under the Blood Red Sun, by Graham Salisbury, to tie in Literature with student's previous knowledge of WW II. Students should already have completed a History unit on WW II prior to reading the novel.

**Objectives:** Students will compare and contrast Tomi's life before and after the air attack on Pearl Harbor. Students will analyze the characters in the story (point of view, thoughts, words & actions). Student's will identify the features of the setting and explain their importance in the story (Tomi's home, Keet's home and the Japanese relocation camps).

**State Standards:** Reading Applications: Literary Text A-B  
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies A-D  
Writing Applications B

**Materials:** novel-Under the Blood Red Sun, by Graham Salisbury, handouts

**Procedures:**

Day One

- 1.) Begin with a discussion on war in general, guiding students to recall what they know about World War II.
- 2.) Introduce the novel by giving a brief summary of the story.
- 3.) Review vocabulary students will encounter in today's reading.
- 4.) Begin reading chapters 1-2 (teacher can either read aloud or have students take turns reading).
- 5.) Use discussion questions either verbally or as a handout for written responses.

Remaining Days

- 1.) Use discussion questions to review previous day's reading.
- 2.) Review vocabulary students will encounter.
- 3.) Read the remainder of the book, a few chapters each day.
- 4.) Use discussion questions either verbally or as a handout for written responses.
- 5.) Use internet resources to further discussions and enhance student learning:

[http://www.grahamsalisbury.com/blood\\_red\\_sun.html](http://www.grahamsalisbury.com/blood_red_sun.html)

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

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

<http://www.nationalgeographic.com/pearlharbor/>

<http://www.navsource.org/Naval/arph.htm>

[http://library.thinkquest.org/J0112601/intro/intro\\_index.html](http://library.thinkquest.org/J0112601/intro/intro_index.html)

<http://www.mcdougallittell.com/bookspots/pearl/index.html>

<http://www.nps.gov/ccso/usardemo/arizona/>

<http://www.lib.utah.edu/portal/site/marriottlibrary/menuitem.350f2794f84fb3b29cf87354d1e916b9/?vgnextoid=2f2b1c769fcfb110VgnVCM1000001c9e619bRCRD&vgnnextchannel=3774f882f22de110VgnVCM1000001c9e619bRCRD>

**Assessment:**

1. Written discussion questions.
2. Student's will create a Venn diagram to compare and contrast Tomi's life before and after the attack on Pearl Harbor.
3. Student's will create and illustrate a poem depicting the Japanese relocation camps.

Discussion Questions

Explain in your own words how Tomi is different from Grandpa? How is Tomi different from his parents?

What do Tomi and his friends have in common? How are they different?

How is Keet dangerous to Tomi and his family?

What do Billy and Sanki learn about each other on the fishing trip?

What gives Tomi and his mother the strength to deal with the prejudice that other American people show toward the Japanese Americans?

Is Tomi brave or foolish for swimming to Sand Island? Why did he do it?

What can you infer from the difference in housing situations between Tomi & Billy?

List the items in Tomi's house that display his cultural heritage.

Tomi is asked by his grandfather to save the family and *katana*. What makes Tomi finally understand the meaning of the sword?

**Lesson Extension:**

Continue the unit of WW II, what is was like to be a Japanese-American and internment camps by reading the short story *The Bracelet*, by Yoshiko Uchida.