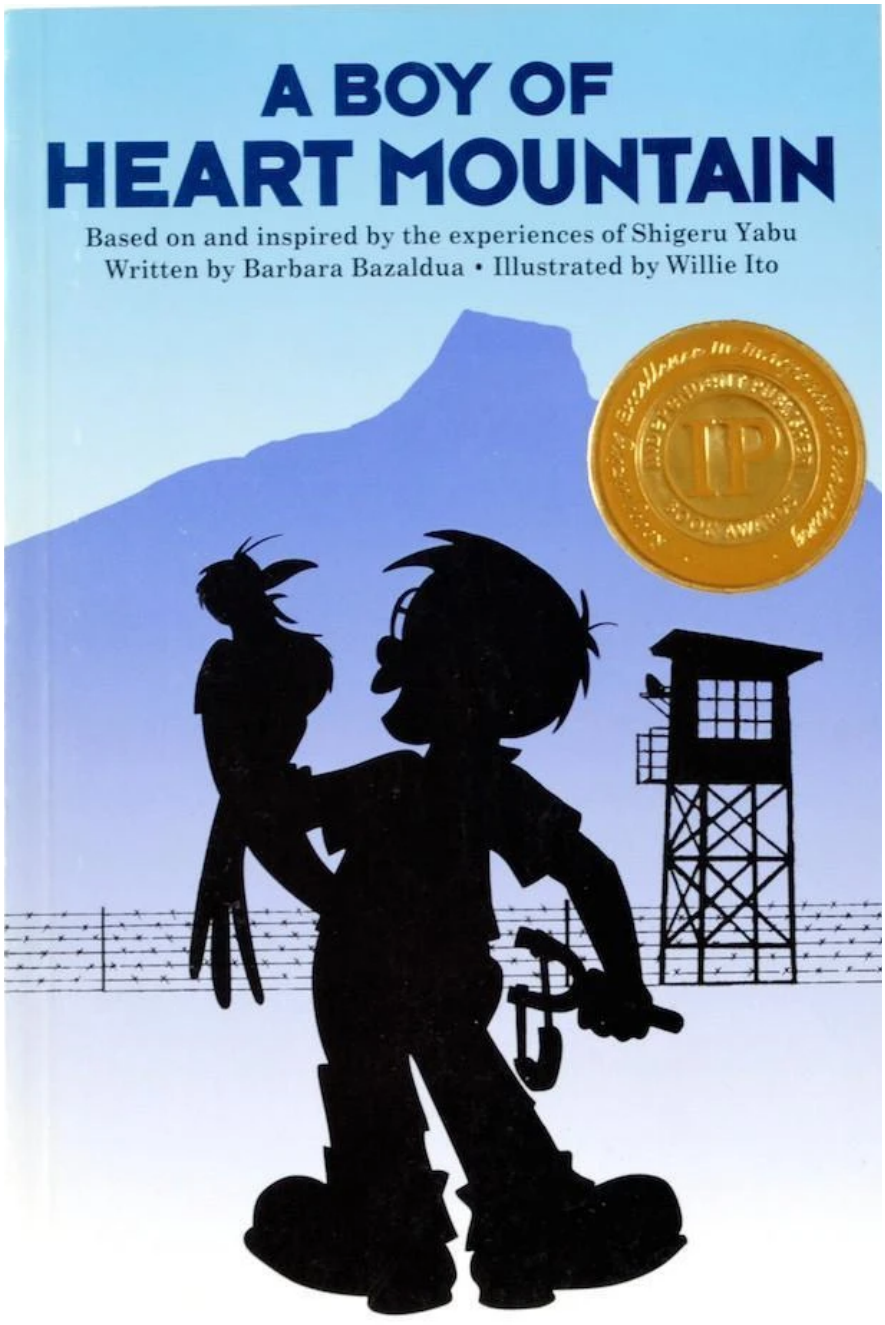
A Boy of Heart Mountain Reading Guide

Prepared by Heart Mountain Interpretive Center



Teacher Introduction

In this guide, you will find suggested activities in alignment with Wyoming Department of Education and Common Core literature standards for 2nd-5th grade students. This guide is divided into units and further subdivided into chapters. Each chapter comes with a summary, comprehension questions, and discussion questions. Specific chapters which delve into deeper social studies topics such as geography, civics, and history come with accompanying lesson plans. In addition to lesson plans, there is an overarching book activity that students can use to complete a book report after reading the novel. Teachers are also encouraged to participate in a tour (in-person or virtual) of the Heart Mountain Interpretive Center.

How to use this guide

Based on your students' ability, assign a certain number of chapters as well as a book journal assignment. In the following class, review the chapter by discussing a summary and answering the questions. Using the lesson guide, provide additional historical context.

Vocabulary

- Executive order- used by the president of the United states to issue instructions or make declarations based on the powers given to him or her in the constitution
- Evacuation - removing someone from a place of danger to a safer place
- Assembly Center - term used to describe temporary government facilities used to detain Japanese Americans before they were sent to incarceration camps
- Issei - a Japanese term meaning first generation, used to describe the generation of Japanese Americans who immigrated to the US.
- Nisei - a Japanese term meaning second generation, used to describe the first generation of Japanese Americans born in the United States to Issei parents
- Citizen - a member of a state (country) entitled to certain rights and protections
- Draft - a system of selecting individuals for required military service

Book Units

This book has been broken down into units. Each unit comes with individual chapter summaries, discussion and comprehension questions, as well as student activities.

1. Unit 1 (Chapters 1-4)
    a. Covers Pearl Harbor and the start of World War II. Students are introduced to the main character Shigeru Yabu and his family and friends.
2. Unit 2 (Chapter 5-8)
    a. Covers the relocation experience and Shig’s stay at Pomona.
3. Unit 3 (Chapters 9-12)
    a. Covers Shig's first few months at Heart Mountain and his adjustment to living there.
4. Unit 4 (Chapters 13-15)
    a. Shig gets a pet and starts to enjoy his time at Heart Mountain.
5. Unit 5 (Chapters 16-18 and Epilogue)
    a. Covers the draft and camp closure. Also introduces students to the Heart Mountain pilgrimage and what Shig did once the camp closed.

Unit 1: The United States Goes to War

Introduction: Have students begin their book journals. Students will look at the cover of the book and try to decipher what the book will be about. After students have written their answers in their journals, introduce students to World War II and Japanese American incarceration either through the film *All We Could Carry* or this short youtube video Kids Meet a Survivor of the Japanese American Internment.

Chapter Reading: Depending on grade level, have students read chapters aloud in class (2nd) or individually in class or as assigned homework (3rd-5th). Encourage 3rd-5th grade students to use a dictionary to look up words they do not know or understand.

2nd Grade Students

- Students will answer the comprehension and discussion questions as a class. Students will also complete a chapter review sheet where they will summarize the chapter, make note of any new vocabulary, and predict what will happen next.

3rd-5th Students

- Students will either read chapters during in-class silent reading or as homework. As either an in-class assignment or homework, students will complete a chapter summary using their book journal or chapter summary worksheet. If they had to look up any new words, have them include them after their chapter summary. Once in class have students share summaries and answer comprehension/discussion questions.

Chapter Summaries and Comprehension/Discussion Questions

Chapter 1

Summary

Shig is at a wedding with his parents when Pearl Harbor is attacked. They leave the wedding to return home and his parents listen to the radio to learn more about the attack. Shig is confused and frustrated because though he's upset with the Japanese soldiers for attacking Hawaii, he still has family in Japan.

Comprehension Questions

Where was Shig when he first learned about the Japanese attack on Pearl Harbor? (a wedding)
Does Shig still have family in Japan? If so, who? (Yes, his grandmother, aunts, uncles, and cousins)

Chapter 2

Summary

Shigeru gets bullied at school by his classmate, Mitchell, for being Japanese. Mitchell uses a slur when referring to Shig and his teacher, Miss Edwards, intervenes. She tells the class that because Shig is from America, he is an American. After school, Shig and his friend Russell get into a fight. Russell says since Shig is Japanese he shouldn't look at the ships and count them. After their fight, Russell apologizes and tells Shig he's been listening to the grown-ups talk about the war and it's confusing him.

Comprehension Questions

According to Shigeru's teacher, Miss Edwards, what makes a person American? (Being born in America)

Why doesn't Russell want Shig counting the ships? (He's Japanese and the US is at war with Japan)

What does Shig mean when says "grownups always say a lot of dumb stuff"? (Grownups or adults are the ones spreading rumors and telling their children that Japanese people are bad or the enemy. It's why Russell keeps telling Shig "my dad says. . ." It's an example of how children don't quite understand the extent of the war. Russell doesn't see a dangerous Japanese person when he looks at Shig. He sees his best friend.)

Chapter 3

Summary

When Shig makes it home at the end of the day he finds the FBI searching his house while his parents stand by. The agents take the family radio and Shig's camera. Shig's mom worries that Shig's father will be taken away.

Comprehension/Discussion Questions

Who does Shig find at his house when he returns home? (Government agents searching his home)

What are they looking for? (Anything that can be used against the government)

Chapter 4

Summary

Fewer people visit the family's cleaners because they are Japanese. Shig's father hangs up a sign that says "I am a loyal American" in hopes of keeping business. It doesn't work. Shig finds out they have to move and is upset. He later finds out that he will have to leave behind his dog, Skippy. Shig says goodbye to his friends at school, Skippy (his dog), and Tweety (his canary).

Comprehension/Discussion Question

What does Shig's mom say they can bring when they move? (only what they can carry)

Unit Activity: Imagine This

- When Japanese Americans were forced from their homes to assembly centers they could only bring what they could carry in a single suitcase. In this activity, students imagine they are packing their bags for forced removal. What items would they be able to bring and what items would they have to leave behind?
    - The activity can be completed in two ways.
        - Option 1: Have students complete the 'Imagine This' worksheet. The worksheet for this activity can be found at the back of the guide in the resources section.
        - Option 2: Bring a small suitcase (the size of a full-size carry-on suitcase) and an assortment of items (clothes, shoes, toys, books, blankets, pillows, and stuffed animals, etc.) to the classroom. Have students try and pack the suitcase with everything they think they will need. For additional accuracy bring a luggage scale and have students remove items if the suitcase is heavier than 50 lbs.

Unit 2: Relocation

Introduction: Students will continue their book journals. Introduce students (3rd-5th) to Executive Order 9066 and Relocation by using the Assembly Center's worksheet. For 2nd grade students introduce relocation by reiterating what was covered in Unit 1's 'Imagine This' activity. Briefly explain to students that Japanese Americans on the west coast had to leave their homes because President Roosevelt issued an executive order (which is like a law or rule) saying that they couldn't stay in their homes anymore.

Chapter Reading: Depending on grade level, have students read chapters aloud in class (2nd) or individually in class or as assigned homework (3rd-5th). Encourage 3rd-5th grade students to use a dictionary to look up words they do not know or understand.

2nd Grade Students

- Students will answer the comprehension and discussion questions as a class. Students will also complete a chapter review sheet where they will summarize the chapter, make note of any new vocabulary, and predict what will happen next.

3rd-5th Students

- Students will either read chapters during in-class silent reading or as homework. As either an in-class assignment or homework, students will complete a chapter summary using their book journal or chapter summary worksheet. If they had to look up any new words, have them include them after their chapter summary. Once in class have students share summaries and answer comprehension/discussion questions.

Chapter Summaries and Comprehension/Discussion Questions

Chapter 5

Summary

Shig and the other Japanese Americans are leaving San Francisco. The night before they leave, they sleep at a YMCA. A bus takes them to a train station. Shig doesn't know where they are going.

Comprehension/Discussion Questions

The Red Cross nurse and soldier do things to make Shigeru more comfortable. What do they do? (They make jokes to help make the situation easier)

Why is Shig afraid of the soldiers when he gets off the bus? (The soldiers are holding bayonets and he worries they'll shoot him if they think he's trying to run away)

Chapter 6

Summary

While on the train, Shig learns they're going to Pomona. When they arrive they are taken to their assigned living quarters: a small portion of a horse stall at the former Pomona Fairgrounds. There are no furnishings and no privacy. Shig and his dad go to fill up burlap sacks with straw to make mattresses. They have to share the space with another family. They hang up sheets to try and maintain privacy. Shig gets in a fight with older boys at the camp.

Comprehension /Discussion Questions

Where do Shig and his family go once they board the train? (Pomona Assembly Center)

What's an assembly center? (The locations where Japanese Americans were taken while relocation centers were being built)

Describe the living conditions at Pomona Assembly Center. Where did they live? What was their new home like? (A single room, smaller than his bedroom at home. No furniture or privacy. It smelled like oil and grease. The ground was dusty and covered in cobwebs)

Chapter 7

Summary

A schoolroom is built and Shig attends school with other kids his age. The assembly center is dusty and hot all the time. To make life more bearable at the assembly center, talent shows and other forms of entertainment are hosted.

Comprehension/Discussion

What kinds of things do people do to stay busy at the Assembly Center? (school, talent shows, tend to the elderly, clean bathrooms, sumo wrestling, and knitting/crochet groups)

What does Issei mean? (a Japanese term meaning the first generation. The Issei were the generation that immigrated to the United States from Japan) For additional information visit https://www.heartmountain.org/history/coming-to-america/

Chapter 8

Summary

Shigeru and his family travel from Pomona Assembly Center in Los Angeles to Heart Mountain Wyoming

Comprehension/discussion Questions

On the train ride to Heart Mountain, the guard makes Shig close the shades on his window. Why? (Because the people in towns have thrown things at passing trains with Japanese Americans)

The train is going to Heart Mountain in Wyoming, but where does Shig feel like they're going? (the emptiest, loneliest place on earth) Discuss with students what may have led Shig to feel this way.

Unit Activity: Relocation and Arrival

Have students view the Google Earth presentation to see where Pomona Assembly Center and Heart Mountain Relocation Center were located. After they have seen those locations, challenge students to find their home state in relation to Heart Mountain. If time permits, the entire Google Earth presentation can be used to teach students about Pearl Harbor and the opening of Relocation centers. This presentation also contains additional activities for students.

Link to Google Earth presentation**:**

https://earth.google.com/earth/d/1nzja7cVr7RMM7rAvXJ8E0NX7wul7G6dm?usp=sharing

Unit 3: Heart Mountain

Introduction: Students will continue their book journals. To introduce students to Heart Mountain, teachers can use three separate maps (a relocation map depicting the United States with Heart Mountain marked, a map of Heart Mountain Relocation Center, and a simplified map of the town/city/neighborhood your school is located in). Using these maps, explain that Heart Mountain is located in northwest Wyoming, a rural area with an arid climate. Summers are short and hot and winters are long and cold. The area receives small amounts of precipitation throughout the year. Next show them a map of Heart Mountain Relocation Center. Explain to students that the center operated like a small city. Point out the school, hospital, barracks (housing), and other locations you think are notable. Finally, show students a local map and point out that your town or area also has schools, housing, and a hospital. Ask students if they see a difference between Heart Mountain and their area. Tell them that before Japanese Americans left their homes they lived in areas similar to where the students live. Ask if they think it was difficult for Japanese Americans to adjust to life at Heart Mountain.

Chapter Reading: Depending on grade level, have students read chapters aloud in class (2nd) or individually in class or as assigned homework (3rd-5th). Encourage 3rd-5th grade students to use a dictionary to look up words they do not know or understand.

2nd Grade Students

- Students will answer the comprehension and discussion questions as a class. Students will also complete a chapter review sheet where they will summarize the chapter, make note of any new vocabulary, and predict what will happen next.

3rd-5th Students

- Students will either read chapters during in-class silent reading or as homework. As either an in-class assignment or homework, students will complete a chapter summary using their book journal or chapter summary worksheet. If they had to look up any new words, have them include that after their chapter summary. Once in class have students share summaries and answer comprehension/discussion questions.

Chapter Summaries and Comprehension/Discussion Questions

Chapter 9

Summary: Shigeru and his family arrive at Heart Mountain and adjust to their new living arrangements.

Comprehension/Discussion Questions

What are the living conditions like at Heart Mountain? Is it better than their living conditions at Pomona? (Shig's family finds a sparse living space with nothing but beds with an army blanket for each person, a light bulb, and a coal-burning stove. There were gaps in the walls and floor and the room smelled of fresh pine. There was no coal for the stove, his father had to collect sticks to warm their room)

Chapter 10

Summary

Shig adjusts to life at camp and discusses how bitterly cold winter is. He and his friend Sam are caught in a snowstorm on their way to church and their fathers have to come and find them.

Comprehension/Discussion Questions

Shig makes a new friend, Yosh, who thinks of Heart mountain as an adventure, but Shig does not agree with him. Why? (Shig thinks it's boring and desolate because there doesn't seem to be anything to do)

Follow-up Questions

If you had to live at Heart Mountain do you think it would have felt like an adventure?
Based on Shig's experience, what do you think was the hardest part about life at Heart Mountain?
What do you think of the school Shig had to go to at Heart Mountain? Do you think you could share books and pencils with your classmates all the time?

Chapter 11

Summary

Shig has his first Christmas at Heart Mountain. He experiences racism while shopping in Cody, but realizes everything isn't so bad when he receives a gift from the local churches in Powell and Cody.

Comprehension/Discussion Questions

Sam's brother, Riku, yells at Shig and Sam because he is angry. What is he angry about?

Follow-Up Questions

Why won't Christmas be the same for Sam, Shig, and everyone else at Heart Mountain?
How does Shig react when he sees the sign at the hardware store that says no Japanese people are allowed?

Chapter 12

Summary

Loyalty questionnaires are issued and cause tension in the camp. Shig learns why questions 27 and 28 are so difficult to answer and considered unfair by many in the camp.

- These questions are examples of loaded questions. A loaded question makes an assumption and requires that people answer based on that assumption, even if it is incorrect. Question 27 of the loyalty questionnaire assumed that if Japanese Americans are loyal to the United States, they will serve in the armed services. This was a difficult question to answer because some Japanese Americans were too old to serve in the military, some were women who wanted to stay home with their families, and others did not want to fight in the war, even though they were loyal to the United States. Question 28 assumed that Japanese Americans were loyal to the Japanese Empire at some point and are now loyal to the United States. It also implied that Issei, Japanese Americans who immigrated to the United States, were denouncing their Japanese citizenship even though they could not apply for American citizenship.

Comprehension/Discussion Questions

Why does Sam's brother, Riku, answer yes-yes on the loyalty questionnaire? ("He wanted to prove that he and all Japanese Americans were good, loyal citizens" p. 90)
Why do you think Riku felt he needed to prove he was a good and loyal citizen?
What does Shig's dad mean when he tells him that both the no-no boys and yes-yes boys are correct? (He means that people are trying to be true to what they believe. There is no correct answer.

Unit Activity: A Day in Camp

Have students imagine they are living at Heart Mountain. What would they do in a day? Have them draw a picture and write a brief description. The worksheet for this activity can be found at the back of the guide in the resources section.

Unit 4: Shig and Maggie

Introduction: Students will continue their book journals. In this unit, Shig finds a baby bird and decides to keep it as a pet. Pets are important members of many families. Ask students if they have any pets. Have them bring pictures of their pets to share with the class. Then have students watch this video about the many pets people kept at Heart Mountain.

Chapter Reading: Depending on grade level, have students read chapters aloud in class (2nd) or individually in class or as assigned homework (3rd-5th). Encourage 3rd-5th grade students to use a dictionary to look up words they do not know or understand.

2nd Grade Students

- Students will answer the comprehension and discussion questions as a class. Students will also complete a chapter review sheet where they will summarize the chapter, make note of any new vocabulary, and predict what will happen next.

3rd-5th Students

- Students will either read chapters during in-class silent reading or as homework. As either an in-class assignment or homework, students will complete a chapter summary in their book journal. If they had to look up any new words, have them include that after their chapter summary. Once in class have students share summaries and answer comprehension/discussion questions.

Chapter Summaries and Comprehension/Discussion Questions

Chapter 13

Summary

Shig gets a letter from his friend Russell and finds out that his dog Skippy is dead. He gets sad and runs away, crawling under the barbed wire surrounding the camp. He reaches the Shoshone river and starts throwing rocks at a tree. He knocks a baby bird out of the tree and decides to keep it as a pet.

Comprehension/Discussion Questions

Why does Shig run away from camp? (He found out his dog Skippy died and got sad. He feels like he has to get away p.96)

What does Shig knock out of the tree? What does he do with it? (He finds a baby magpie and he keeps it as a pet)

Chapter 14

Summary

Shig starts to raise Maggie, his magpie and learns that she can talk. Shig joins the boy scouts and starts to make the most of life at camp. He goes fishing and camping. He tries to earn money so he can buy things at the canteen but struggles to make money. Eventually, his mom gives him money to buy what he wants.

Comprehension/Discussion Questions

How does Maggie change Shig's outlook on life at Heart Mountain? (Taking care of Maggie gives him something to look forward to every day p.104)

Why won't the potato farmer pay Shig? How does he get money for the canteen? (The farmer won't pay him because he's too young. Shig's mom gives him 25 cents to spend at the canteen)

Chapter 15

Summary

Shig gets picked on for wearing old pants with patches to school. He realizes he likes Sumi, a girl in his class. Shig and Sam pick on Sam's older brother, Riku, for taking a girl to the high school dance. As the season changes to winter and more people spend time inside, the lack of privacy and noise starts to get to everyone. Shig thinks nothing exciting will happen again at camp.

Comprehension/Discussion Questions

Why do you think Shig doesn't believe anything exciting would happen again? In the last chapter, Shig was excited and looking forward to taking care of Maggie. What do you think changed?

Unit 5: End of the War

Introduction: Review the last unit with students and watch the film *A Flicker in Eternity.* Tell students Stanley and Riku were about the same age when they went off to war. Though it's not mentioned in the book many soldiers wrote letters home to keep in touch with their families.

Chapter Reading: Depending on grade level, have students read chapters aloud in class (2nd) or individually in class or as assigned homework (3rd-5th). Encourage 3rd-5th grade students to use a dictionary to look up words they do not know or understand.

2nd Grade Students

- Students will answer the comprehension and discussion questions as a class. Students will also complete a chapter review sheet where they will summarize the chapter, and make note of any new vocabulary.

3rd-5th Students

- Students will either read chapters during in-class silent reading or as homework. As either an in-class assignment or homework, students will complete a chapter summary in their book journal. If they had to look up any new words, have them include that after their chapter summary. Once in class have students share summaries and answer comprehension/discussion questions.

Chapter Summaries and Comprehension/Discussion Questions

Chapter 16

Summary

The draft is instated and Japanese Americans are allowed to join the military. This causes tension in the camp. Shig is scared his father will be drafted. Ben Kuroki, a fighter pilot, comes to visit the camp and boost morale. It doesn't help much and only a few nisei volunteer for the war, including Sam's brother Riku.

Comprehension/Discussion Questions

Do Riku and Ken have different opinions about serving in the military? Why?

Follow Up Question

Earlier in the book, question 27 created tension in the camp because people thought they would have to serve in the military if they answered 'yes.' Shig's dad told him people who answered yes and people who answered no were both right. How could they both be right? Are Riku and Ken right too?

Chapter Activity- A Letter Home

Remind students of Stanley Hayami, the young man from Heart Mountain who served in the military. Stanley wrote letters home to share about his experience at war. Have students write their own letters home using the Letter Home worksheet included in the resources section of the guide.

Chapter 17

Summary

Sam finds out his brother Riku was killed during the war. Shig, Hiroshi, and Yosh comfort Sam. Everyone attempts to help the Yamato's deal with their grief.

Comprehension/Discussion Questions

Why do Shig and his friends laugh when Sam is called to the principal's office? (They think he's in trouble for putting a snowball down someone's shirt p.125)

What does the military send the Yamoto's after Riku is killed in the war? (A medal, a flag, and a letter saying Riku was a loyal American p.127)

Chapter 18

Summary

The war ends and Heart Mountain closes. Most of the families at camp have left and now it's quiet. Shig's dad leaves him and his mom to find work and housing in San Francisco. Shig wonders if he can bring Maggie with him. Sumi helps him build a traveling cage to carry Maggie in. The next day Maggie gets sick and dies. Shig buries her by the cottonwood tree where he found her.

Comprehension/ Discussion Questions

Why did Shig's dad leave him and his mom at camp? (to find work and housing p.128)

Why does Shig compare being at Heart Mountain to what happened to Maggie? (He clipped Maggie's wings and took away her freedom like the government did when they sent Shig and his parents to Heart Mountain p.131)

Follow-up question

How did the government take away the freedom of Japanese Americans?

Though Shig clipped Maggie's wings and took away her freedom he didn't see anything wrong with it. She was his pet. Does Shig see anything wrong with being sent to Heart Mountain?

What do you think about Shig and other Japanese Americans being sent to incarceration camps? **Connect to Epilogue and redress movement*

Epilogue

Summary

In the 1990s, Shigeru, like all survivors or heirs of former incarcerees, received an apology from the US government and a check for $20,000. He places the letter on the mantle next to a photograph of his parents. Shig returns to Heart Mountain and participates in annual pilgrimages to grieve what he lost, celebrate what he gained, give gratitude to his parents and other adults from camp, remember Maggie, and remind others that liberty and justice belong to all.

Comprehension/Discussion Questions

Connect to the final follow-up question for chapter 18. Years after the closing of the last incarceration camp, in the 1980s, the Japanese American community organized the Redress Movement. During this movement, they sought an apology and repayment for what happened to them and their families during World War II. President Ronald Reagan signed the official congressional bill in 1988. This bill was carried out under President George H.W. Bush in the 1990s. Families received a formal apology and payment of $20,000.

Resources

The resources found in this section of the guide include student worksheets, teacher answer keys, maps, and content standards for this guide. For additional resources, please visit Heart Mountain Interpretive Center's virtual tour resources or educational resources page.

Table of contents

- Content Standards
- Chapter Review Worksheet
- Imagine This Worksheet
- Assembly Center Worksheet
- Assembly Center Answer Key
- A Day in Camp Worksheet
- A Letter Home Worksheet
- Map of Heart Mountain Relocation Center

Content Standards (Literature)

The accompanying reading guide conforms to the reading literature and reading foundations outlined in common core for 2nd-5th grade students.

Contents taken from Common Core Educational Standards document.

Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text 2. Describe how characters in a story respond to major events and challenges	Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Describe characters in a story and explain how their actions contribute to the sequence of events	Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing specific details in the text.	Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges. . .summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
Craft and Structure 1. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action 2. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	Craft and Structure 1. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language 2. Distinguish their own point of view from that of the narrator or those of the characters	Craft and Structure 1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology 2. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations	Craft and Structure 1. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 2. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and ideas 1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its	Integration of Knowledge and Ideas 1. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	Integration of Knowledge and Ideas 1. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the	Integration of Knowledge and Ideas 1. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty or a text

characters, setting, or plot.		text.	
Fluency 1. Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Fluency 1. Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Fluency 1. Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Fluency 1. Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Name_____

Chapter Review

Directions: After reading a chapter of *A Boy of Heart Mountain,* answer the questions using complete sentences.

1. Write a summary of the chapter. What happened in this chapter, and how did it happen?

2. What do you think about this chapter? Did you like or dislike it? What did you learn? Is this what you expected to happen?

3. Explain what you think will happen next in the story.

Vocabulary Worksheet

Directions: Write down any words you had to look up in this chapter. After you write the word down, write its definition. Write down the page number in *A Boy of Heart Mountain* where the new word was used.

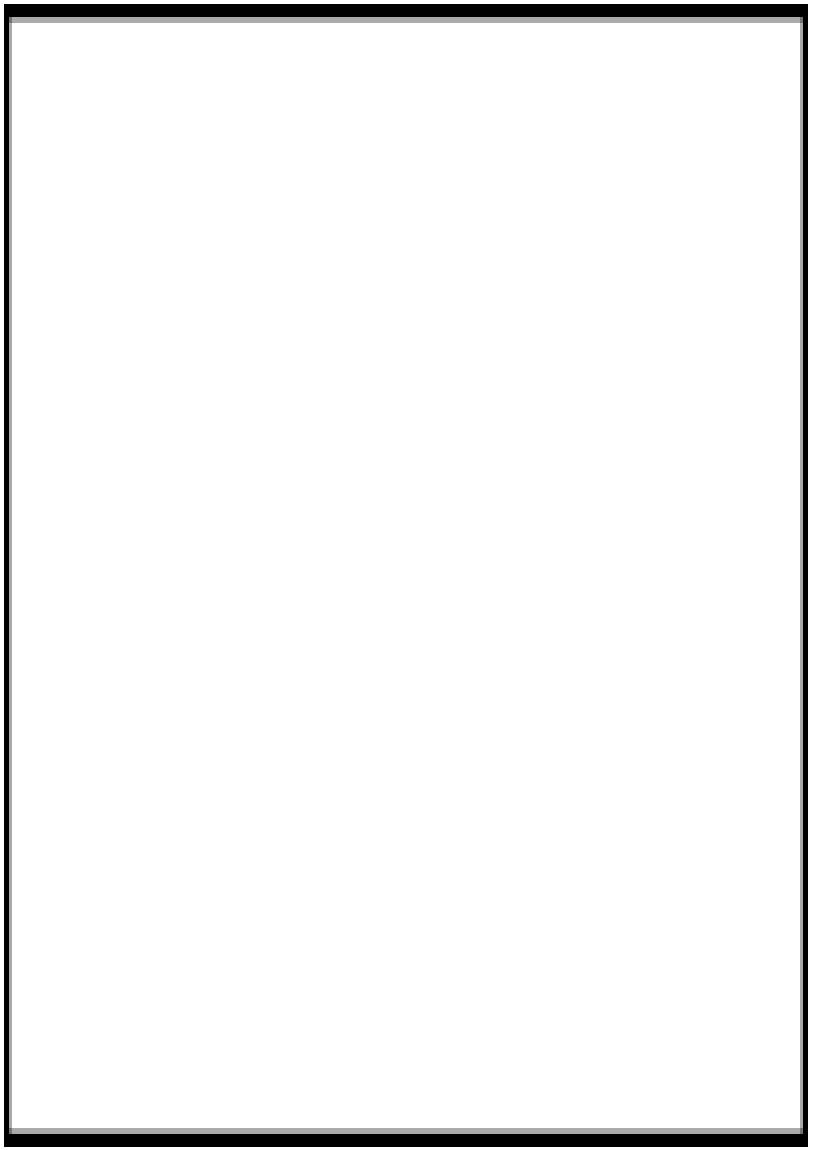
1. _____
2. _____
3. _____
4. _____
5. _____

Imagine This

Directions: Imagine you are being forced to move from your home. Make a list of the items you think you will need.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Directions: Imagine this is your suitcase. Draw a picture of the items you put on your list. Is there enough space or do you have to leave some things behind?



Executive Order 9066 and Japanese American Exclusion

Vocabulary

Directions: Define the following terms

1. Exclusion _____
   _____
2. Executive order-_____
   _____
3. Assembly Center-_____
   _____
4. WRA- _____
   _____

Reading Assignment

Directions: Read the following paragraphs and view the map to learn more about the forced removal of Japanese Americans from the west coast.

On December 7, 1941, the Japanese military attacked Pearl Harbor. Pearl Harbor was a United Stated States naval base in Hawaii. The attack caused damage and created fear because Americans feared a similar attack would happen on the United States' west coast (California, Washington, and Oregon). Shortly after the attack on Pearl Harbor, President Roosevelt issued executive order 9066. This executive order granted military defense generals the ability to exclude individuals who were considered dangerous.

The only military general to use executive order 9066 was General DeWitt. He was in charge of defense for the west coast of the United States. His defense region contained the largest population of Japanese Americans outside of the state of Hawaii. With the power granted to him by the executive order, he created an exclusion zone. Once it was created, Japanese Americans were restricted from living in this area. The War Relocation Authority was quickly assembled to handle the forced removal of 120,000 people of Japanese descent.

Relocation orders were posted in Japanese American communities. People were given 7-10 days to pack their belongings and sell what they could not bring with them. Each person could only bring one 50-pound suitcase. The first stop of their journey was assembly centers. There were 15 assembly centers built on the west coast. Many of them were built on fairgrounds, racetracks, and livestock buildings that were converted into living quarters.

After living in assembly centers for several months, Japanese Americans were sent to War Relocation Authority (WRA) Relocation Centers. These centers were constructed in remote areas and were protected by military police. One of these camps, Heart Mountain Relocation Center, was located in Wyoming and is where Shigeru Yabu, the boy in *A Boy of Heart Mountain,* went for the duration of the war.

Review Questions

Directions: Using the information from the picture/map and paragraphs above answer the following questions using complete sentences.

1. Why was Executive Order 9066 issued by President Roosevelt?

_____

_____

_____

_____

2. Who was excluded from the west coast and why?

_____

_____

_____

_____

3. What types of places were used as assembly centers? Do you think those were nice places to live?

_____

_____

_____

_____

Executive Order 9066 and Japanese American Exclusion Answer Key

Teacher instructions: As a class, define the vocabulary terms to help students understand the reading assignment. This worksheet provides historical context outside of the novel and will help students understand that though they are reading a work of fiction it is based on facts. The answers to the review questions are highlighted in red throughout the reading assignment. When students are answering the review questions encourage them to reference the reading assignment. In addition to providing historical context, this assignment is improving reading comprehension. **All answers are in red**

Vocabulary

Directions: Define the following terms

1. Exclusion: denying someone or something access to a place, group, or privilege.
2. Executive order: A written order from the President of the United States and is similar to a law
3. Assembly Center: The location Japanese Americans went to before they were sent to relocation centers (internment camps). Assembly centers were located at fairgrounds, livestock pavilions, and racetracks along the west coast.
4. WRA: War Relocation Authority, the federal agency that oversaw the removal of Japanese Americans during World War II.

Reading Assignment

Directions: Read the following paragraphs and view the map to learn more about the forced removal of Japanese Americans from the west coast.

On December 7, 1941, the Japanese military attacked Pearl Harbor. Pearl Harbor was a United Stated States naval base in Hawaii. The attack caused damage and caused many Americans to fear another attack could happen on the United States' west coast (California, Washington, Oregon). Shortly after the attack on Pearl Harbor, President Roosevelt issued executive order 9066 to ease the fears of some Americans. There was nothing to support these beliefs, but people feared Japanese Americans were either spying on the United States or planning another attack on the west coast. President Roosevelt's executive order granted military defense generals the ability to exclude individuals who were considered dangerous.

The only military general to use executive order 9066 was General DeWitt. He was in charge of defense for the United States West Coast. This included California, Washington, and Oregon. His defense region contained the largest population of Japanese Americans outside of the state of Hawaii. With the power granted to him by the executive order, he created an exclusion zone. Once it was created, Japanese Americans were restricted from living in this area. The War Relocation Authority was quickly assembled to handle the forced removal of 120,000 people of Japanese descent.

Relocation orders were posted in Japanese American communities, and people were given 7-10 days to pack their belongings and sell what they could not bring with them. Japanese Americans were only allowed to bring a single 50-pound suitcase. The first stop of their journey was assembly centers, built by the Wartime Civil Control Administration (WCCA), an organization that oversaw the removal of Japanese Americans before the War Relocation Authority. There were 15 assembly centers built on the west coast. Many of them were built on fairgrounds, racetracks, and livestock buildings that were converted into living quarters.

After living in assembly centers for several months, Japanese Americans were sent to War Relocation Authority (WRA) Relocation Centers. These centers were constructed in remote areas and were protected by military police. One of these camps, Heart Mountain Relocation Center, was located in Wyoming and is where Shigeru Yabu, the boy in *A Boy of Heart Mountain,* went for the duration of the war.

Review Questions

<u>Directions:</u> Using the information from the picture/map and paragraphs above answer the following questions using complete sentences.

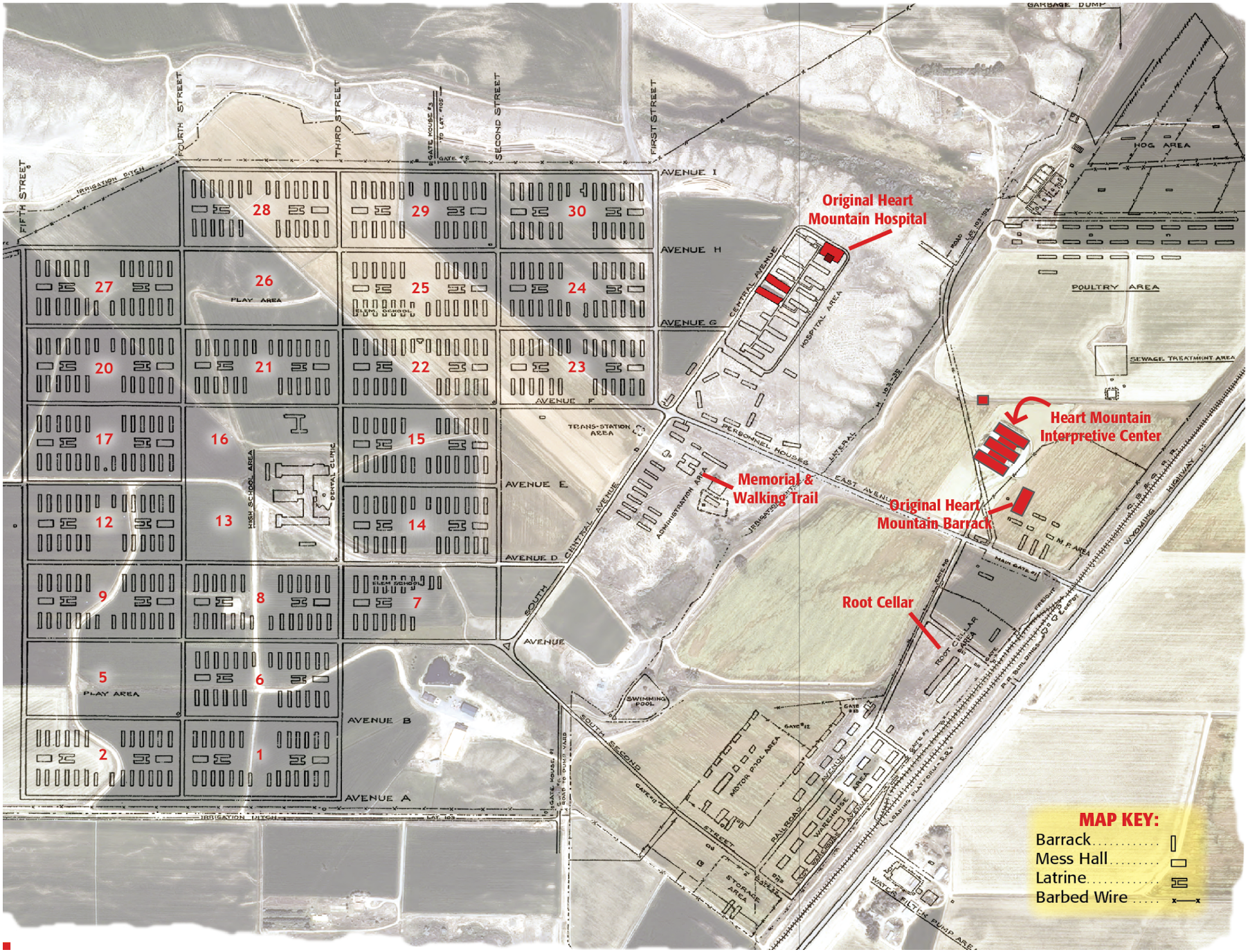
1. Why was Executive Order 9066 issued by President Roosevelt?
   To ease fears that Japanese Americans were spying on the United States or planning another attack on the west coast.
2. Who was excluded from the west coast and why?
   Japanese Americans were excluded from the west coast because people feared they were spying on the United States and planning another attack on the west coast.
3. What types of places were used as assembly centers? Do you think those were nice places to live?
   Assembly centers were built on fairgrounds, racetracks, and livestock buildings. Have students try and imagine what life would be like to live in a place like this. They can reference the illustrations in the novel to help them answer this question.

A Day in Camp

Directions: Imagine you are a kid at Heart Mountain. How would you spend your day? Would you go to school? Would you hang out with friends at the swimming hole? Would you go ice skating? Maybe you would be in Boy Scouts or Girl Scouts. Use what you have learned about life at Heart Mountain and draw a picture of what you would do in a day. After you draw your picture, write a paragraph about what you would do in a day.

A Letter Home

Directions: Stanley Hayami was one of the young men drafted from Heart Mountain who served in the armed forces. In his letters home, he often included pictures. In this activity, you will write your own letter home. Imagine you either volunteered for the draft or resisted the draft and were sent to a federal prison. Write a letter describing your experience. Include a creative aspect to your letter such as a poem or sketch.


Original Heart Mountain Hospital
Heart Mountain Interpretive Center
Memorial & Walking Trail
Original Heart Mountain Barrack
Root Cellar
MAP KEY:
Barrack
Mess Hall
Latrine
Barbed Wire
FIFTH STREET
FOURTH STREET
THIRD STREET
SECOND STREET
FIRST STREET
AVENUE I
AVENUE H
AVENUE G
AVENUE F
AVENUE E
AVENUE D
AVENUE B
AVENUE A
SOUTH SECOND
SOUTH AVENUE
CENTRAL AVENUE
EAST AVENUE
HOG AREA
POULTRY AREA
SEWAGE TREATMENT AREA
HOSPITAL AREA
PERSONNEL HOUSES
TRANS-STATION AREA
ADMINISTRATION AREA
HIGH SCHOOL AREA
DENTAL CLINIC
PLAY AREA
SWIMMING POOL
MOTOR POOL AREA
WAREHOUSE AREA
STORAGE AREA
ROOT CELLAR AREA
M.P. AREA
WYOMING HIGHWAY 14
IRRIGATION DITCH
GARBAGE DUMP