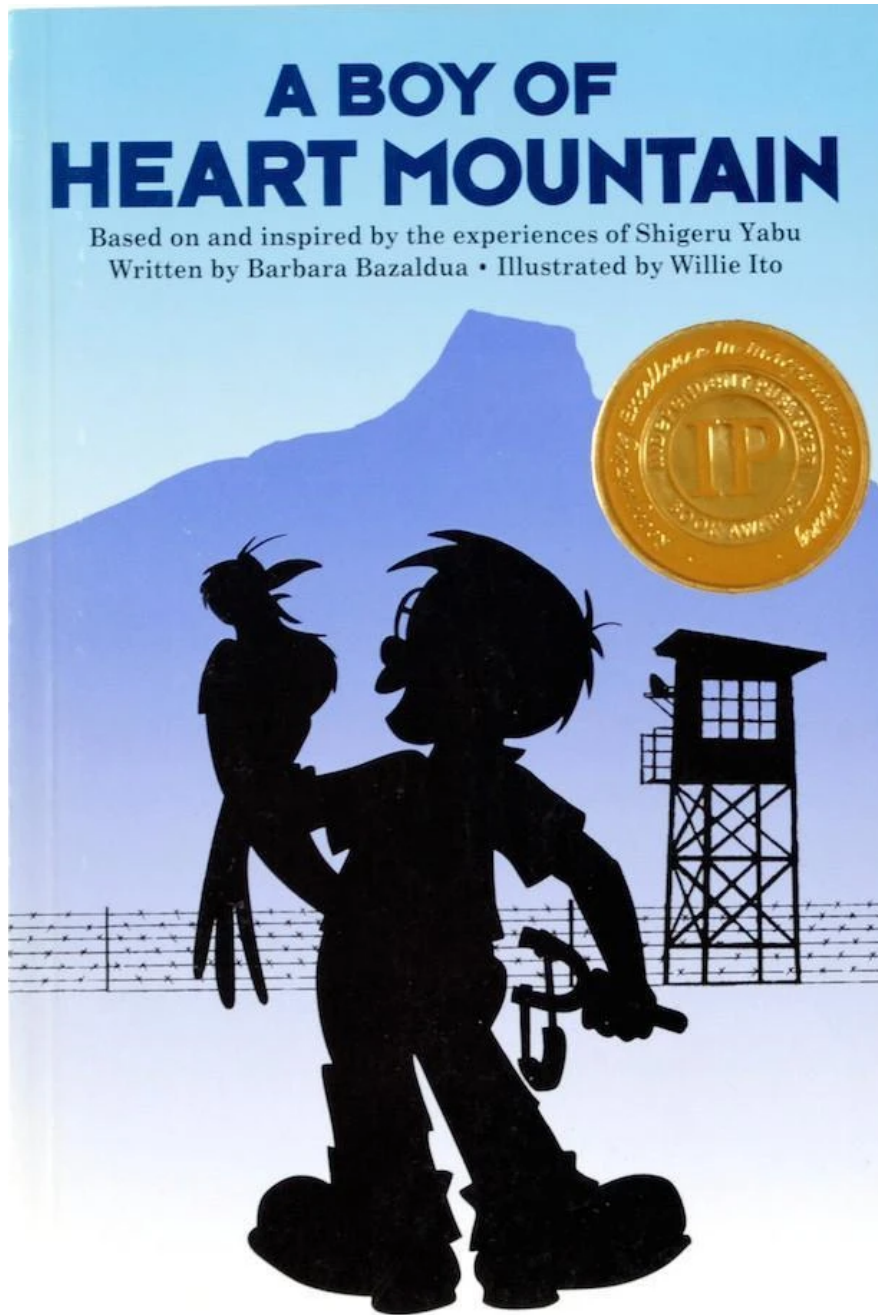


A Boy of Heart Mountain Reading Guide

Prepared by Heart Mountain Interpretive Center



Teacher Introduction

In this guide, you will find suggested activities in alignment with the Wyoming Department of Education and Common Core Literature Standards for 2nd through 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 or country entitled to certain rights and protections
- Draft - a system of selecting individuals for required military service

A Note on Terminology

Many words have been used to describe camps like Heart Mountain, from “Relocation Centers” to “Internment Camps.” Internment is inaccurate nomenclature because in the United States, the Federal Government cannot legally intern American citizens. The term “Relocation Center” conceals a devastating history.

So what should we call these places? In the 1940s, people openly called them “concentration camps.” At the time, the term concentration camp did not have the connotation of the death camps in Nazi Occupied Europe. Today, people often use the terms “incarceration” or “incarcerees,” but these terms are not totally accurate either. For more information on names used for the camps, we recommend Roger Daniels’ essay “Words Do Matter: A Note on Inappropriate Terminology and the Incarceration of the Japanese Americans.”

Before beginning the novel, introduce students to these terms and the controversy surrounding them. Discuss how using language like “Relocation Center” or “evacuation” makes incarceration seem better than it was.

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 time at the Pomona Detention Center.
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 adjust to 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 figure out 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](#).

Note that this unit includes the use of a racial slur. A bully at school calls Shig an anti-Japanese slur. Depending on the class, it may be useful to point this incident out and discuss why racial slurs should never be used against anyone.

Chapter Reading: Depending on grade level, have students read chapters aloud in class (2nd) or individually in class or as assigned homework (3rd through 5th). Encourage 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 through 5th Grade 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. He's upset with the Japanese soldiers for attacking Hawaii. He still has family in Japan.

Comprehension Questions

1. Where was Shig when he first learned about the Japanese attack on Pearl Harbor? (A wedding.)
2. 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

1. Why doesn't Russell want Shig counting the ships? (He's Japanese and the US is at war with Japan.)
2. 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

1. Who does Shig find at his house when he returns home? (Government agents searching his home.)
2. What are they looking for? (Anything that can be used against the government.)

Chapter 4

Summary

Fewer people visit the family's business 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

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

Unit Activity: Forced Removal Photographs

Using the A Moment in Time Worksheet, show students photographs of Japanese Americans gathering for forced removal. These photographs were taken by photographer Dorothea Lange, who was hired by the government but actually opposed incarceration. Lange thought that it was important to create a record of forced removal and incarceration. Prompt students to make observations based on the photographs. Build off their observations to lead a discussion about forced removal using the following discussion questions.

1. What can you infer about the people in the photograph? (Prompt students to notice their ages, clothing, etc. What do these attributes mean?)
2. What expressions do you notice on people's faces? What emotions do you think they're feeling?
3. What do you notice around them? What can you infer from the size of their luggage?
4. Who do you think took these photographs? (Share that the photographer was hired by the government.) Why do you think the government wanted someone to photograph forced removal?

Unit 2: Relocation

Introduction: Students will continue their book journals. Introduce students to Executive Order 9066 and forced removal from the west coast. 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. Many people, including President Roosevelt, believed that Japanese Americans were a threat. This was never proven to be true.

Chapter Reading: Depending on grade level, have students read chapters aloud in class (2nd) or individually in class or as assigned homework (3rd through 5th). Encourage 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 through 5th Grade 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

1. The Red Cross nurse and soldier do things to make Shigeru more comfortable. What do they do? (They make jokes to try to help make the situation easier.)
2. 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

1. Where do Shig and his family go once they board the train? (Pomona Assembly Center.)
2. What's an assembly center? (The locations where Japanese Americans were imprisoned while relocation centers were being built.)
3. Describe the living conditions at Pomona. Where did they live? What was their new home like? (A single room, smaller than his bedroom at home. There was 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. Pomona is dusty and hot all the time. To make life more bearable at the assembly center, they put on talent shows and other forms of entertainment.

Comprehension/Discussion Questions

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

2. 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

1. 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.)
2. 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. Be sure to also point out the barbed wire fence and guard towers; remind students that Japanese Americans could not leave. 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 through 5th). Encourage 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 through 5th Grade 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

1. What are the living conditions like at Heart Mountain? How is it different from 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

1. 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)

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

1. Sam's brother, Riku, yells at Shig and Sam because he is angry. What is he angry about? (Riku is upset when he sees Sam and Shig playing the "I pick" game. He is reminded of how unfairly Japanese Americans have been treated.)

2. Why won't Christmas be the same for Sam, Shig, and everyone else at Heart Mountain? (They are stuck at Heart Mountain and their parents don't have very much money.)
3. How does Shig react when he sees the sign at the hardware store that says no Japanese people are allowed? (He is sad and upset. He wonders how the whole world seems to hate them even though they don't even know them.)

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

1. 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)
2. Why do you think Riku felt he needed to prove he was a good and loyal citizen? (The US government put Japanese Americans in these camps because they thought Japanese Americans were disloyal.)
3. 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: Stories of Incarceration

Approximately 110,000 to 120,000 Japanese Americans were incarcerated during WWII. All of these people had different experiences and stories. With the class, read another story about Japanese American incarceration such as *Baseball Saved Us* by Ken Mochizuki or *The Bracelet* by Yoshiko Uchida. After reading the book, ask students to compare and contrast the main character's experiences with Shig's experience at Heart Mountain.

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. Optionally, teachers may screen 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 through 5th). Encourage 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 through 5th Grade 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

1. 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.)
2. 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

1. 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.)
2. 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

1. 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: The End of the War

Introduction: Review the last unit with students and watch the film *A Flicker in Eternity* (available on the Classroom Resources Padlet under "Digital Resources.") 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 through 5th). Encourage 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 Grade 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

1. Do Riku and Ken have different opinions about serving in the military? Why?
2. 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 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

1. 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.)
2. What does the military send the Yamato family after Riku is killed in the war? (A medal, a flag, and a letter saying Riku was a loyal American.)

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

1. Why did Shig's dad leave him and his mom at camp? (To find work and housing)
2. 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.) How did the government take away the freedom of Japanese Americans?

Epilogue

Summary

In the 1990s, Shigeru, like all survivors or heirs of former incarcerated, 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.

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 [Classroom Resources Padlet](#).

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- ❖ Vocabulary Worksheet
- ❖ A Moment in Time Worksheet
- ❖ Map of Heart Mountain Camp
- ❖ Map of Japanese American incarceration sites

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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty or a text

characters, setting, or plot.		text.	
<p>Fluency</p> <ol style="list-style-type: none">1. Read with sufficient accuracy and fluency to support comprehension<ol style="list-style-type: none">a. Read on-level text with purpose and understandingb. 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.	<p>Fluency</p> <ol style="list-style-type: none">1. Read with sufficient accuracy and fluency to support comprehension<ol style="list-style-type: none">a. Read on-level text with purpose and understandingb. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	<p>Fluency</p> <ol style="list-style-type: none">1. Read with sufficient accuracy and fluency to support comprehension<ol style="list-style-type: none">a. Read on-level text with purpose and understandingb. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	<p>Fluency</p> <ol style="list-style-type: none">1. Read with sufficient accuracy and fluency to support comprehension<ol style="list-style-type: none">a. Read on-level text with purpose and understandingb. 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. _____

A Moment in Time Worksheet

In the spring of 1942, signs went up all over the west coast ordering Japanese Americans to show up on an assigned date and time for forced removal. Most people only had 7 to 10 days to pack, figure out what to do with the things they could not take, and say goodbye to their homes.

Take a minute to observe each photograph of Japanese Americans reporting for forced removal. What do you see? Write down your observations.



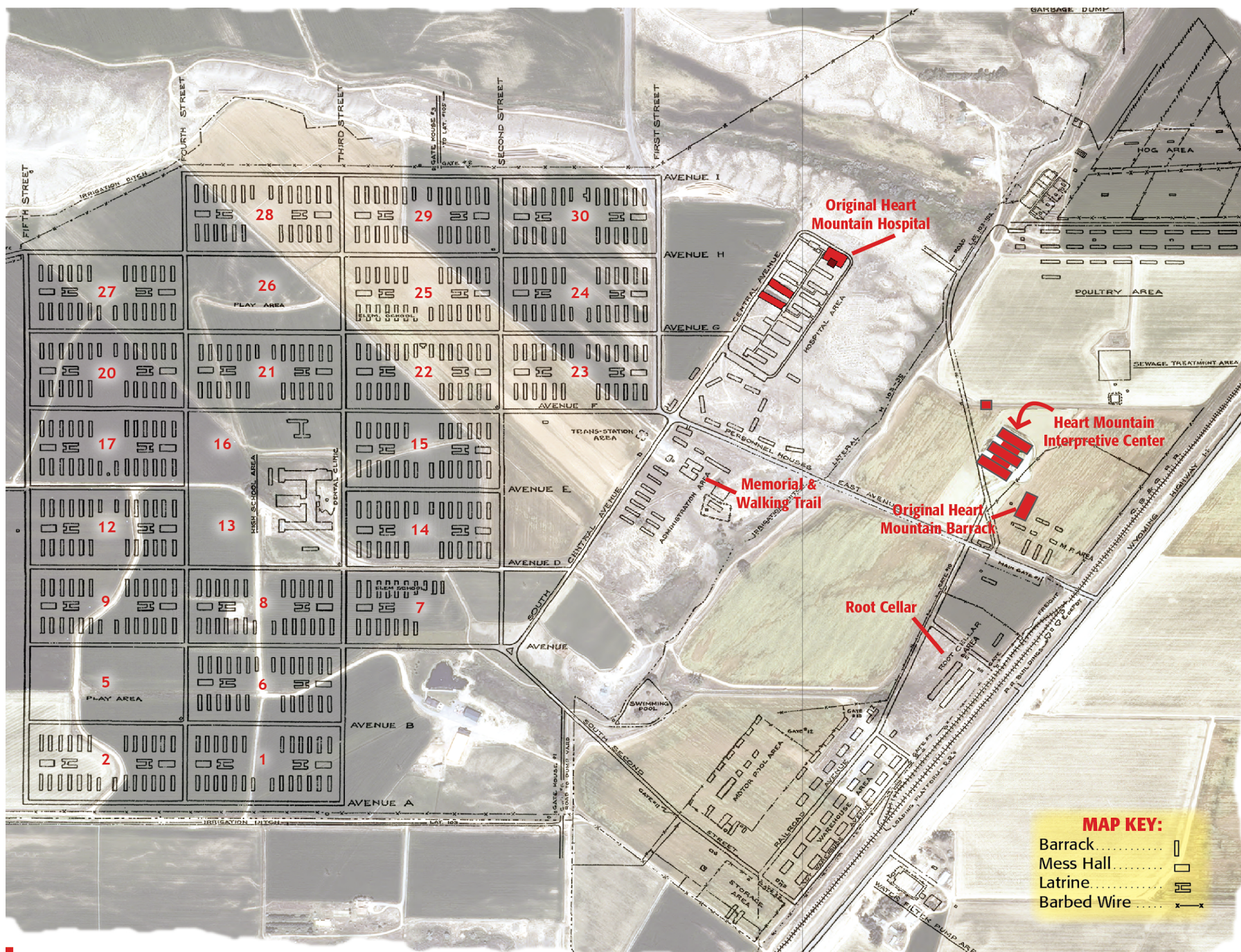
Courtesy of the National Archives and Records Administration

My observations:



Courtesy of the National Archives and Records Administration

My observations:



MAP KEY:

- Barrack
- Mess Hall
- Latrine
- Barbed Wire

