

# TEACHER'S GUIDE

Grade 4 to 6, Language Arts



DUNDURN

Teacher Resource Guide developed by  
James Venn, B. Ed, PDSB  
ISBN 9781459702110

Books are available from your favourite bookseller, wholesaler and UTP Distribution (t: 1 800 565-9523)  
Sign up for new TRG updates [www.dundurn.com/newsletter](http://www.dundurn.com/newsletter)



DUNDURN



# TABLE OF CONTENTS

## Table of Contents

I.	Introduction	4
II.	Curriculum Expectations	5
III	Context	6
IV.	Themes	8
V	Pre-Reading Activities	10
VII	Chapter Summaries	12
VIII.	Chapter Response Sheets	18
IX.	Vocabulary Sheets	59
X.	Post-Reading Activities	64
XI.	Assessment Tools	70
XII.	Further Reading	74

# INTRODUCTION

It is 1943, the middle of World War II. Ten-year-old Michiko Minigawa, is a 2<sup>nd</sup> generation Japanese-Canadian girl. She and her family are living with in a small Canadian town. Like other Japanese-Canadians, they have been forcibly relocated from Vancouver. They have had to endure separation from family members, and the forced sale of their home and belongings. In the struggling small town they have been resettled in, they have faced shortages, prejudice from some of townsfolk, and overcrowding of the internees.

For the Minigawa family there are reasons to be cautiously optimistic. Michiko's family are, at least, together. The Japanese-Canadian community has become established enough for a school, cultural lessons, baseball teams, a community newspaper, even a Japanese bath house. Michiko and her family have even made friends in both the Asian and Caucasian communities. But there are still strong feelings in both camps, and Michiko is pulled in many directions by friends, family and community members.

When the government announces that the Japanese families must move again, the family must decide. Will they move east across the mountains, to Ontario? Or will they accept free passage to Japan?

## About the Author

A lifelong writer, Jennifer Maruno had a successful career as an educator, and principal, and writer of award winning educational materials. Most recently Ms. Maruno has begun a second career as a full time fiction writer. After Ms. Maruno's mother-in-law described her experiences in World War II internment camps, Ms. Maruno wrote down her mother-in-law's story in the voice of a nine year old girl. In 2009 this became Ms. Maruno's first published novel, *When the Cherry Blossoms Fell*. Shortlisted for the 2011 Hackmatack Award and the 2012 Pacific Northwest Young Reader's Choice Award. Her second historical novel, *Warbird*, the story of a young boy's adventures in 17<sup>th</sup> century New France, was published in 2010. Ms. Maruno lives in Burlington, Ontario.

# Curriculum Expectations

## Language Arts, Grades 4 - 6

### Oral Communication

1.2 Active listening strategies

2.2 Interactive strategies

2.3 Clarity and coherence

### Reading

1.1 Variety of texts 1.3 Reading comprehension strategies 1.4 Demonstrating understanding 1.5 Making inferences / Interpreting texts 1.6 Extending understanding 1.7 Analysing texts 1.8 Responding to and evaluating texts 1.9 Point of view 2.1 Text forms 2.4 Elements of style 3.2 Reading unfamiliar words

### Writing

2.1 Form

2.2 Voice

2.4 Sentence Fluency

2.6 Preparing for Revision

2.7 Revision

### Media Studies

1.6 Production Perspectives

## The Arts, Grades 4 - 6

### Visual Arts

D1.4 Use a variety of materials, tools and techniques

D3.1 Describe how visual art forms and styles represent various messages and contexts in the past and present

D3.2 (*Grade 4*) Demonstrate an awareness of a variety of forms, styles and traditions, and describe how they reflect the cultures, times and places in which they were made.

D3.2 (*Grade 5*) Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

## Social Studies, Grades 5 and 6

### Canada and World Connections: Grade 5 – Aspects of Citizenship and Government in Canada

- describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including... the granting of voting rights to various groups

- identify responsibilities that accompany particular rights (e.g., the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect)

### Canada and World Connections: Grade 6 – Canada's Links to the World

- describe some of the connections Canada shares with the rest of the world (e.g., history, immigration, culture);

# CONTEXT

## World War II, The Pacific Theatre

The Asia Pacific War, (that part of World War Two occurring in and around the Pacific Ocean,) is generally considered to have begun on December 7th, 1941, with the bombing of the American naval base at Pearl Harbour, Hawaii, by the Empire of Japan. It is generally considered to have ended with the Japanese official surrender on September 2nd, 1945, following the American aerial bombing campaign which included the atomic bomb blasts at Hiroshima and Nagasaki. The war was fought between the Empire of Japan, (aided primarily by occupied Thailand), and the Allied forces, (primarily the US, Canada, the UK, China, Australia, the Netherlands, New Zealand, and the Soviet Union.)

Prior to 1941 Japan had been expanding militarily, mostly at the expense of China. Worried by Japanese expansionism, Western Powers including the US set up embargoes of raw materials, to force the Japanese military machine to halt. This was viewed as an act of aggression by Japanese leaders, who choose to go to war with the Western powers taking part in the embargo, rather than withdraw from conquered areas of China and lose face. The intent of Japanese leaders was to seize economic resources from Western powers around Malaya and the East Indies, (primarily the UK and the Netherlands,) and to create a blockade for the seizure of these territories by preemptively attacking the US at Pearl Harbour and seizing the Phillipenes, Guam and Wake. After these goals were attained, the Japanese planned to switch to a defensive strategy, maintaining control of these assets and negotiating a peace settlement. By November of 1941 most of their goals had been met. The British, Dutch and Allied forces was unable to mount an adequate defence with their war wearied economies.

After 1941 however, the Japanese advance essentially ground to a halt, as their naval infrastructure and doctrine proved inadequate for holding the vast territory they had seized. Beginning in 1942 the Allies regrouped. This began with the Doolittle Raid on April 18th, 1942, in which American bombers successfully targetted the Japanese mainland, causing Ally morale to surge and Japanese morale to plummet. Then, on June 4th the engagement between Japanese and Allied forces at Midway, in which the US forces were able to flank and fire on the Japanese fleet, destroyed several ships. The Battle of Midway marked the turning point of the war. There followed a series of land and sea engagements in which the Japanese military forces tried to force a direct naval battle with the Allies, which the Allies avoided, fighting a war of attrition until they had the numerical advantage. The Battle of the Philippine Sea, in June of 1944, saw the destruction of the bulk of the Japanese navel forces. On April 1st, 1945 American troops landed in mainland Japan. Japanese defenders continued to resist. Then, on August 6th, the B-29 Enola Gay dropped an atomic bomb on Hiroshima. On the 9th of August a second bomb was dropped on Nagasaki and the Soviets occupied Manchuria. In the face of these shocks, Japan formally surrendered.

## Japanese-Canadians Before World War II

People of Japanese culture or descent have been emigrating to Canada for well over a century. The first person documented to have done so was Manzo Nagano who emigrated in 1877. (A mountain in British Columbia was named after him in 1977.) By 1940, just prior to WWII there were approximately 23 000 Japanese-Canadians, many of them second or third generation. The largest centre of Japanese culture in Canada located in and around Vancouver.

Even before the war began, there was considerable hostility and racism directed towards Japanese living in Canada. (Especially after the formation of the Anti-Asiatic League in 1907.) Japanese-Canadians couldn't vote, were barred from certain professions, and were restricted from accessing social assistance or permits to engage in fishing or forestry.

## Japanese Internment in Canada

Internment of Japanese-Canadians began in December 1941 after the attack on Pearl Harbour, when fear-mongering began, speculating that Japanese-Canadians might engage in espionage and sabotage. A protected strip 100 miles wide along the Pacific coast was created and Japanese men, between 18 and 45 years of age, were removed to work in road camps in the BC interior. Then, in March of 1942 all Japanese-Canadian families were ordered out of the protected areas, subject to curfews, and sent to various camps and farming communities in the BC interior, in Lillooet Country and the Kootenay Valley. These were areas where a shortage of farm hands were causing economic hardship and the internees could be used as farm workers. (The farm hand shortage was caused by a number of factors, in particular the drain on man power caused by the war.)

Internment camps were frequently inadequate in every regard, being unsanitary, or poorly heated. Some Canadian camps were so bad that the Red Cross had to supply internees with staples.

Because Japanese-Canadians were forbidden to seek work or go to school anywhere except in the camps, and because their major assets (houses, cars, boats, stocks, bonds,) were confiscated, most had little choice but to stay in the relocation camps. Although internees believed their property would be held in trust, in 1943 the 'Canadian Custodian of Aliens' auctioned off all possessions belonging to 'Enemy Aliens,' normally for far below fair market value. Where property was not sold, it was often destroyed by mob action.

## Japanese-Canadians After World War II

Following the war Japanese internees were given the choice of deportation or enforced transfer to other parts of Canada. By 1947 public protests had led to the repeal of this policy. A Royal Commission was appointed in 1947 to examine the issue of confiscated property. In 1988, The Canadian government gave a formal apology and announced the details of a compensation plan which paid \$21,000 to each of approximately 18,000 surviving internees.

Today there are over 98 000 Canadians of Japanese heritage living in Canada. Most such Japanese-Canadians live near Vancouver or Toronto. Some prominent Japanese-Canadians who actually lived as internees include: David Suzuki, Ken Adachi, Joy Kogawa and Roy Miki.

## The Asahi

The Asahi were a Japanese-Canadian baseball team based in Vancouver's Oppenheimer Park. They were established in 1914. The Asahi had some significant success, particularly in the 1930's, winning a number of championships. The team was disbanded in 1941 owing to the team members being scattered across Canada during the internment.

In 2003 Jari Osborne's award winning documentary, *Sleeping Tigers: The Asahi Baseball Story* was released. Subsequently, the Asahi were inducted into the Canadian Baseball Hall of Fame, and designated an 'event of historical significance,' in 2008.

# THEMES

## Community, Connection and Isolation

The most significant recurring theme in *Cherry Blossom Winter* is the importance of community. The Japanese-Canadian internees who make up the bulk of the characters of the story have suffered significant personal setbacks, (sometimes financial ruin,) and separation from friends and family. In response, the internees depend on their community to survive and thrive, keep alive their culture. Initiatives like building the *ofuro*, holding group meetings, organizing baseball games, Japanese cultural lessons and a spring festival, provide opportunities for the internees to bond, to assert their own values and be powerful in a disenfranchised situation. The development of this Japanese community in exile also benefits the larger town community, which is revitalized by interaction and exchange with the Japanese-Canadians in a variety of ways, both economic and social.

The protagonist Michiko represents the importance of community. She consistently attempts to include others, and to seek the greatest good. Her need for connection with those around her is sometimes a cause for grief, as when she feels at odds with Kiko. It is also her greatest strength, as her actions normally result in mutually beneficial results for herself and her community.

In contrast, Kiko, George and Mr. Yama all suffer from isolation. Kiko's separation from her parents has left her angry, and inclined to lash out verbally or to act impulsively, causing difficulty for herself. George, the lonely town child, is jealous of the close bonds others have and lashes out similarly, maintaining the walls between himself and others. Mr. Yama, a lonely, older internee has great difficulty in overcoming his bitterness at the situation he is in, exacerbating his problems.

Michiko, Clarence and Mrs. Morrison on the other hand, all characters with strong social or familial ties to others, find it easy to interact with others and act continually to extend their social support bases. Unsurprisingly, these characters find race to be of no issue in their relationships with others.

Similarly, Sam and Eiko Minigawa, Michiko's parents have their difficulties exacerbated when they attempt to maintain barriers between themselves and others affected by the same difficulties. Choosing between Japan or Western Canada becomes a vexing and divisive difficulty for them until Michiko finds ways to address their concerns in the larger context of their community, at which point solutions, (applying to the gladiola farm, getting help with paperwork from Mr. Hayashi, teaming with Clarence to paint Mrs. Morrison's house) can be found.



## Identity

Relating to issues of community, another big idea addressed in *Cherry Blossom Winter* is the issue of identity. Japanese-Canadians at the time of World War II found themselves pressed to choose a single identity: Japanese, or Canadian. However this is in many ways a false dichotomy, as people tend to belong to many communities and inhabit many identities simultaneously. We can see this idea exemplified in the meld of Japanese and Canadian culture enjoyed by many of the Japanese-Canadian characters in *Cherry Blossom Winter*. Characters build an *ofuro*, mourn the lack of miso, green tea, and soya. They also are passionate for baseball, decorate Christmas trees and listen to Bing Crosby. The difficulty and pain that Michiko or her parents experience when presented with the loss of any of the elements they value in their identities is an important element of this portrayal of the internee experience.

## Backwards or Forwards?

Another tension within *Cherry Blossom Winter* is that between character who are looking backwards at what they have lost, (often with bitterness and anger) and characters looking forwards towards goals they hope to achieve. These two opposing approaches are most clearly contrasted in the third chapter when Sadie declares, “I will never stop looking back,” and Geechan states, “We can never see the sun rise by looking into the west.” Both these stances present strengths and flaws. Being mindful of past wrongs *is* important, if reform or restitution are ever to be achieved. However, looking backwards can close one off to future opportunities, as with the isolation that Mr. Yama experiences even from other Japanese Canadians.

Ms. Maruno raises this debate, and has various character’s voice opinions in support or opposition at various times, but does not resolve the debate in favour of either viewpoint, in this novel.

## Flowers

A recurring motif in *Cherry Blossom Winter* is the presence of flowers, beginning with the title. One character, Hana is named for flowers. (Hana translates as, ‘Flower’, ‘Blossom’ or ‘Beautiful!.) And significantly, flowers are often present in various scenes, ‘Hanakotoba’, (literally ‘Flower Word’) has a rich cultural tradition, similar to the Victorian ‘Language of Flowers.’ A list of significant flower referenced in *Cherry Blossom Winter*, with their associated Japanese meanings, has been included in this guide as a post-reading activity.

# PRE-READING ACTIVITIES

## Title Discussion

Ask students to work in small groups to discuss the title, *Cherry Blossom Winter*. Ask students to speculate on why the author may have chosen this title, given that cherry trees bloom in the spring, not winter. As a class, discuss student ideas.

Discuss the concept of symbolism with the class and create a class list of symbols students are aware of, (acronyms, flags, company logos, school or sport team mascots.) Have students consider possible interpretations for “cherry blossoms” as a symbol. (For example, cherry trees are symbolic of Japan, just as maple trees are symbolic of Canada. Cherry blossoms then could symbolize Japanese-Canadians and “Cherry Blossom Winter” could symbolize the Japanese-Canadian Internment.)

## Historical Fiction

Historical fiction is a literary genre. Historical fiction stories take place at a specific point in history. Often at a point that is significant for some reason, or that complements the narrative. In this genre, real events are presented from the point of view of fictional people. Characters may sometimes be based upon real historical figures. As this is fiction there can be significant deviations from actual historical events.

1. Share Ms. Maruno’s website with the class, and read the following passage with the class.

“...My father left me his memoirs and I was thinking of using this amazing amount of information, but it was my mother-in-law who got me started. She told me her story of internment during the Second World War. I started jotting it down in the words of a nine year old girl. *When the Cherry Blossoms Fell* came out in the spring of 2009. That book blossomed into a three-part series.”

Ms. Maruno’s website is located at <http://jennifermaruno.com>,

2. Have a class discussion with the students about what they expect this novel to be like. Ask students to speculate about what will be historically accurate, and what will be fictional in Ms. Maruno’s novel.
3. Create a class anchor chart about the characteristics of historical fiction.

## World War II and the Japanese-Canadian Internment

To provide students with a context for the events of the novel, have students read the Canadian Encyclopedia article, (or some similar article,) on the topic of the internment, found at. The Canadian Encyclopedia’s online article can be found at: <http://www.thecanadianencyclopedia.com/featured/japanese-internment-banished-and-beyond-tears>.

Create a chart titled 'The Japanese-Canadian Internment,' and divided into three separate sections, labeled 'Before,' 'During,' and 'After.'

Have students work in small groups to discuss

- What were the causes of the internment?
- What did Japanese-Canadians experience during the internment?
- What were the consequences of the internment?

Ask students write down their ideas on post it notes, and add the post it notes to the class chart.

Hold a whole class discussion to review student answers, replacing the post-it notes with more permanent written notes.

### **Cover Deconstruction**

1. Ask students to analyze elements of the cover and to make predictions about the book based on the elements they can see or read.

Elements to prompt students attention to include:

- The title
  - The book jacket synopsis
  - The picture of the girl on the front cover (why are her eyes closed?)
  - The arrangement of the flowers over her, (as though covering the girl like a blanket)
  - The appearance of the title font (as though drawn with brush strokes)
2. Have students share and justify their predictions in class discussion
  3. Create a second chart, recording class predictions

### **Japanese Vocabulary List**

In *Cherry Blossom Winter*, Japanese words appear on a regular basis. To encourage students to pay attention to these, and to make use of the glossary located at the end of the book, create a class list of these and their meanings. Add to it progressively as the class works through the book.

# CHAPTER SUMMARIES

## Chapter 1

This chapter introduces Michiko, the ten-year-old Japanese -Canadian protagonist, who lives above a drug store in a small British Columbia town with her mother, Eiko Minigawa, her younger brother Hiro, her father Sam Minigawa, who manages the drug store, and Geechan, her maternal grandfather. Her parents and grandfather are all accomplished economizers, for which Michiko admires them. These economies have become essential realities of the family's life now they have been forced to relocate from their home in Vancouver to the small farming community where they now live, overcrowded by Japanese internees as a result of the war.

Kiko Sagara, a friend and age mate of Michiko's, visits the store to leave some *kairanban* homemade Japanese newspapers produced by her father, in the store. Kiko does not have a mother. Despite the innocuousness of the local news content, Japanese writing is against the rules under which the Japanese-Canadians are forced to live, so the newspapers are hidden. Kiko and Michiko fill the magazine rack for Michiko's father, and plan to go to the local pond, to check for tadpoles and for Kiko to share a secret.

## Chapter 2

Kiko and Michiko take Michiko's brother out for some air. Spring is beginning. The small town they are in is rundown, with closed businesses, and only one three story building; the hotel. Nonetheless, there is a limited amount of room for the number of Japanese internees currently living there. The single men are crowded into one farmhouse. Single women are being housed together in the hotel. Michiko learns from Kiko that her father believes the Japanese are about to be displaced again, and will be calling a meeting.

The children find an ice puddle and break it, Michiko's friend Clarence, a local Caucasian boy arrives, Michiko introduces the two. Kiko is surprised to learn of Clarence's relative poverty. Like herself his family live on a small farmstead, outside town, without plumbing. Michiko feels guilty for her relative good fortune in having hot water. Kiko reveals her secret, the Japanese men in town are planning to build an *ofuro*, a Japanese-style bath house.

## Chapter 3

With the spring thaw the family work together to prepare a vegetable garden. Michiko is puzzled by the way her grandfather goes about this, first gathering rocks, and has to ask her mother to explain what Geechan is doing. Clarence and Michiko's uncle Ted and aunt Sadie, her mother's siblings, arrive and help prepare the garden. After gardening, the family gathers to open a letter that had arrived the night previous. The letter, from the government brings the information that the family house and car have been sold. The total proceeds forwarded to the family amount to three dollars. This causes distress. Sadie and Geechan have an argument about the correct way to deal with the situation. Geechan advocates looking forward stoically. Sadie believes that feeling bitter is appropriate given the hardships the family had endured.

## Chapter 4

Michiko and Kiko head to the hardware school where their classes are to be held now that a school term is beginning for them. They are impressed by their new teacher, Mr. Katsumoto, who intends that their class should learn baseball. On going home her father and grandfather realize that he must be ``Kaz Katsumoto`` a former player on the *Asahi* baseball team. This excites both men, who are strong baseball fans.

## Chapter 5

Michiko makes dinner for her mother. Edna Morrison, a local Caucasian woman who has been kind to the family, visits. She brings cookies, a sewing commission for Mrs. Minigawa and the news that the local church will be having a bazaar to raise money for the school, which needs electricity and books. Mrs. Morrison considers writing to the Red Cross about this lack. Michiko worries that the lack of electricity would mean the *ofuro* is unfeasable, and asks her grandfather. George King, a local boy with strong anti-Japanese prejudices, visits the Drugstore, where he buys a milkshake, insults Michiko`s father and tears down a sign.

## Chapter 6

Kiko, Michiko, Michiko`s mother and Sadie visit and use the completed *ofuro*. Kiko reveals that her mother went to Japan just prior to her forced relocation. Kiko isn`t sure where her mother is, or if her mother knows where she is. They discuss Mr. Yama, who would like to return to Japan himself, as he thinks there is no future in Canada, a viewpoint that Sadie agrees with.

Michiko goes with Kiko to a community meeting. A speaker who is visiting the town from Toronto is to address the Japanese adults. Michiko tells Kiko she admires her bravery, given the situation with her mother. Kiko tells Michiko that she thinks Michiko is brave, for having *hakujin*, (white person,) friends.

## Chapter 7

At the meeting Mr. Katsumoto causes a stir with the local Japanese men, many of whom are former fans. The speaker from Toronto arrives. Kiko encourages Michiko to get into the speaker`s car with her. When the girls pretend to drive, Michiko`s suggestion that they should go to Vancouver causes conflict. Kiko knows that the Japanese have been banned from entering Vancouver. She also knows that the speaker who is visiting is a Toronto reverend here to ask members of the Japanese community to join his church. As they rejoin the adults who have been attending the meeting, neither Sadie nor her father will tell her what, if anything, was decided at the meeting.

## Chapter 8

The class has their first baseball lesson with Mr. Katsumoto. At the end of practice, Michiko borrows Mr. Katsumoto`s equipment to keep playing with Kiko. Clarence joins them and invites them to play hooky the next day, to go fishing. Clarence impresses some watching adults, Mr. Katusmoto and Mr. Hayashi, by sinking a baseball into the pond in the middle of the field. Mr. Katsumoto invites Clarence to continue playing with the class. Kiko protests, and is told off by Mr. Katsumoto. The next day, when adults begin taking over the pickup sessions, Michiko challenges the adults to a game against the kids.

## Chapter 9

The family and town prepare for the game. On the day of the game, a Japanese man lends Clarence a glove to play with. Two Japanese boys describe a problem encounter with George King to Clarence and Michiko, in which George has stopped the boys from retrieving their lost baseball and pushed the boys.

The baseball game is largely a success. Kiko take notes for her father's newspaper. Clarence successfully scores a home run. However, after the game Geechan collapses in the road and is taken to hospital.

## Chapter 10

It is September. Michiko meets up with Clarence, the two head out on a fishing expedition, and run into George King. The two pass Kiko and invite her to come along. They then meet Mr. Yama who tells Michiko and Clarence off for being friends. Kiko yells at Mr. Yama to be nice to Michiko, and calls him names. This encounter bothers Michiko, who feels Kiko should have been more respectful of both Mr. Yama *and* Clarence.

Michiko and Clarence show Kiko a secret boat, "The Apple" that Michiko's uncle Ted has made and hidden, as Japanese ownership of boats is forbidden. George spies on them, and asks about the boat. Kiko yells at George, boasting that it is Japanese built. George falls into the water and is rescued by the other children, who make him promise not to reveal the secret of the boat.

## Chapter 11

Michiko and Kiko go to visit Mrs. Morrison, to help her hang her new curtains. Kiko is impressed by the size of Mrs. Morrison's house, in which she lives alone, as her husband is away in the war. Kiko is impressed also by Mrs. Morrison's gold watch, which Ms Morrison takes of while washing. While the girls are visiting a telegram brings the news that Mr. Morrison's ship has been sunk, and he is missing. Bert, a local farmer, arrives and is impressed by Michiko's concern for Mrs. Morrison. He takes the girl's home.

## Chapter 12

Sadie visits and announces to Michiko and Mrs. Minigawa that she has a blind date. She request that the information not be shared with Geechan, who is old fashioned enough to want a chaperone or go-between to arrange the match. Michiko's mother explains that a go-between arranged for Michiko's parents to meet. Geechan has not been well since his heart attack, and neither Sadie nor Mrs. Minigawa want to stress him.

## Chapter 13

The local doctor visits, checks on Geechan and insists on taking him to hospital again. In the hospital Sadie, Ted and Mrs. Minigawa reminisce about Geechan, and his plans to take Michiko to Japan. The adults discuss how, as children they felt torn between the Japanese identity Geechan had wanted for them, and their "Canadian Dreams".

Later that night Mr. and Mrs. Minigawa return from the hospital to tell Michiko that Geechan has died.

## Chapter 14

Geechan's funeral is held in the community church. While the funeral is going on Michiko supervises Hiro. Mr. Katsumoto removes Hiro when he becomes disruptive. Mr. Katsumoto takes Hiro and Michiko to the basement, where Mr. Katsumoto plays the piano to tire Hiro out. After the funeral service Mr. Katsumoto is invited by Mrs. Minigawa to join the family for dinner, where Mr. Katsumoto and Mr. Minigawa exchange stories of the hardships of the road camps.

## Chapter 15

A box from Mr. Minigawa's former employers in Vancouver arrives, containing gifts for the family. Among the other items is a box containing the "Four Treasures", brush, ink stick, inkstone and rice paper. Sadie announces that the timing of this gift is excellent as the teachers at the school intend to start Japanese culture classes. Michiko practices using the Four Treasures, and realizes that she is out of practice

## Chapter 16

Mr. Katsumoto takes the class outside on an expedition to cut down a Christmas tree. While outside, Michiko observes something gold on Kiko's wrist. Kiko does not let her see it, but explains that her father has given her a watch. Michiko suggests to Kiko that she should try to be more sympathetic to Mrs. Morrison, whose husband is still missing, as her mother is also missing. This drastically affects Kiko. The class takes the tree back to the school, where a Christmas party is held. Later, Kiko reveals that in fact, both her parents are missing. Mr. Sagara is her uncle, not her father. Michiko also observes that the watch on Kiko's wrist is clearly Mrs. Morrison's.

## Chapter 17

Michiko wakes from a dream in which she plays baseball and Geechan tells her to "run home." Michiko asks her mother whether the family will be moving to Japan. This question angers Mrs. Minigawa who considers Canada to be her home.

Classes continue despite the cold weather, including the forbidden cultural classes, where Michiko learns to write "*Haiku*", but not in "*Kanji*" (Japanese lettering.) Kiko and Mrs. Morrison both visit the Minigawa after class. Kiko reveals that she and her uncle will be moving to Ontario. Michiko suggests that her family should do the same thing, causing her parents to be angry at her.

## Chapter 18

Kiko, Michiko and Hiro make popcorn and make a mess of Mrs. Minigawa's freshly cleaned kitchen. After cleaning up the girls go out in time to witness another telegram being delivered to Mrs. Morrison, with the news that her husband has been found, and is recovering in hospital. Mrs. Morrison is greatly relieved, and reveals that she had considered the loss of her watch to be a poor omen.

That night Michiko's parents tell Michiko that her mother is expecting a new baby.

## Chapter 19

Michiko visits Kiko and Mr. Sagara and asks Kiko to give the watch to her, so Michiko can return it. Mr. Sagara makes Kiko give back the watch.

When Michiko returns home she finds her parents, Aunt Sadie, Mr. Katsumoto and Mr. Hayashi discussing the planned dispersal. Japanese-Canadians now have the choice of being returned to Japan, or traveling further west. Mr. Katsumoto intends to travel west to Alberta, where he can find work picking sugar beets, and opportunities to play baseball. Sadie warns Michiko that, even with the new baby, her family needs to “move ahead.” Sadie also announces that she intends to marry Mr. Katsumoto.

## **Chapter 20**

Mr. Sagara and Kiko visit the Minigawa family, announcing that they intend to leave the day following the spring festival, when the children will showcase their new-found skills. Mr. Sagara and Kiko give the Minigawas a packet of Pussy Willow shoots as token of gratitude for their family’s friendship. Two RCMP officers visit the Minigawas.

Michiko’s parents have a fight regarding whether they should move to Ontario or Japan.

Clarence and Michiko put posters up for the spring festival. Michiko conceives a plan to return Mrs. Morrison’s watch to her, without having to admit that it was stolen by Kiko.

## **Chapter 21**

Michiko, Mrs. Minigawa and Sadie prepare clothing for the spring festival. Michiko asks her mother what the family will be doing, but is told to let the adults worry about it.

Michiko goes to the spring festival, encounters George King and ends sitting beside him to watch the dance and drumming performances of other students. Sadie dances. Kiko’s participation as a drummer causes George a great deal of surprise

## **Chapter 22**

Michiko, Kiko and Hiro visit the pond to look for tadpoles one last time. Michiko and Clarence travel with Mr. Hayashi to the train station to say goodbye to Kiko. Mrs. Minigawa gives Kiko a pair of plastic barrettes, and Clarence and Michiko give Kiko a book to write in. Kiko and Mr. Sagara board the train.

On returning, Clarence and Michiko meet George outside the drugstore. Michiko tells Clarence that she thinks George should be invited on their next fishing expedition. Michiko’s father takes her mother to the hospital. Mrs. Morrison takes Hiro to babysit. Michiko waits in the apartment until her aunt Sadie returns from the hospital, with the news that Michiko has a new sister, and takes Michiko to see her.

Michiko learns from her father that he has already filled out the papers to take the family back to Japan.

## **Chapter 23**

Michiko and Clarence meet Mrs. Morrison while weeding, and discover that George is very isolated, having no living siblings and having an overprotective mother. Michiko suggests that Clarence should make friends with George.



Mrs. Morrison takes Michiko and Clarence to prepare the church flower beds before Sadie's and Mr. Katsumoto's wedding. At the church Michiko clears the old notices from the church's bulletin board, and finds an ad asking for a family to help work on gladiola farm in Ontario.

## **Chapter 24**

The community celebrates the wedding in Mrs. Morrison's garden. After the celebration, Mrs. Morrison gives Mrs. Minigawa a letter that has arrived for her. It is a letter of acceptance from the Gladiola farm in Ontario, which Michiko has applied to, posing as her mother.

Eiko Minigawa, in favour of the idea, attempts to convince her husband. Sam Minigawa balks at the plan as they might have to borrow money for travel expenses to Ontario. The opportunity to earn the money by having Mr. Minigawa, Michiko and Clarence paint Mrs. Morrison's house enabling the family to earn the necessary money, convinces him.

## **Chapter 25**

The Minigawas continue to earn extra money by painting, following their success with Mrs. Morrison's house by painting Bert's barn. Mr. Hayashi helps Mr. Minigawa fill in new paperwork, enabling the family to travel to Ontario.

Michiko and Clarence visit Mr Yama, to whom Michiko goes seeking information about *Obon*, the Japanese Feast of Lanterns, and to whom she suggests that an *Obon* could be organized in the community.

The new baby is named "Hana" by Michiko's mother. The family plants a cherry tree to memorialize Geechan.

# CHAPTER RESPONSE ACTIVITIES

## Chapter 1

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Who is Eiko Minigawa? Why is it important that she is “a master of making do”?

Why do the *kairanban* have to be hidden behind the counter?

## **Making Inferences**

Who do you think are the people that a newspaper written in Kanji would make nervous? Why would it make them nervous?

## **Critical Literacy**

Why do you think the author chose to spend so much time in the first chapter of the story discussing ways in which the Minigawa family are “making do”?

Why might modern children have difficulty understanding the Minigawa family’s situation if the author hadn’t pointed it out?

## Chapter 2

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Who is Clarence?

### Making Inferences

What can be inferred from the fact that the town has “empty stores” and only one three story building?

## Personal Response

How do you think you would feel if the Mounties “made” your family move from your home, and from everything you knew?

How do you think you would feel if you had to live in a small unpowered, unheated farmhouse without plumbing and with an outhouse for a toilet?

How do you think you would feel when you got to move back into a home with running water again?

## Chapter 3

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does Geechan collect rocks as the first step to building his garden?

Why is Sadie upset by the contents of the letter?

## Extending Understanding

Why do you think that Clarence is helping to garden? What does he get out of helping?

An aphorism is a short saying, embodying a general truth or an astute observation. Geechan uses aphorisms repeatedly in *Cherry Blossom Winter*. One example of an aphorism in this chapter is Geechan's statement that "We can never see the sun rise by looking into the West." What do you think he means? Justify your answer with examples from the book, or your own experience.

## Personal Response

Imagine your house had been sold, and the money kept by someone else. Do you think you would react more like Sadie or Geechan?

Whose response do you think is the better response? Why?

## Chapter 4

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Who is Mr. Kaz Katsumoto?

Why is Japanese not to be used at school?



## Personal Response

Are you surprised by the Japanese-Canadian kids, and Geechan all liking baseball? Why or why not?

## Extending Understanding

Visit the website *Asahi: Canadian Baseball Legends*. The URL is <http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/asahi/index2.php?loc=en-CA>

Write a short explanation of who the Asahi were.

## Making Inferences

Why do you think the Asahi baseball team is important to Mr. Minigawa and Geechan?

## Chapter 5

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does Michiko need to be sparing with the Soya Sauce?

Why does Mrs Morrison want to write to the Red Cross?

## **Making Inferences**

Why do you believe George King warns Mr. Minigawa not to cheat him, and tear down the sign?

## **Critical Literacy**

Create a T-Chart. Compare and contrast George King to Mrs. Morrison. Why do you think the author has introduced one generous and one prejudiced Caucasian character in the same chapter?

## **Personal Response**

Describe a time when you or your family have had difficulty finding a particular food your family eats often. How long did the shortage last? How did you solve the problem in the end.

## Chapter 6

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does Mr. Yama believe Michiko's family is "upper class"?

### Making Inferences

Why do you think Kiko believes having *hakujin* friends is brave of Michiko?

Is Michiko brave to be Clarence's friend?

Is Michiko brave? If so, how?

Is Kiko brave? If so, how?

### **Personal Response**

Should Clarence be allowed to use the the *ofuro* on the men's day? Why or why not? Do you think he really will?

If you wanted to build or do something to help you remember and celebrate your cultural heritage, what would you choose to build or do? Why would you choose that, exactly?

## Chapter 7

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does Kiko call Vancouver “Ban City”?

Why has the reverend from Toronto come to visit?

## **Making Inferences**

Why do you think Michiko's aunt Sadie and her father do not tell her about the meeting?

Why do you think Kiko is angry with Michiko in this chapter?

## **Personal Response**

Do you believe that Sadie and Michiko's father are acting fairly towards Michiko?

## Chapter 8

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

What does Clarence and Kiko want to do, that Michiko does not?

Why does Clarence have to apologize to Mr. Katsumoto in this chapter?

What does Michiko do when the adults start taking over the baseball games?



## Making Inferences

Why do you think that Kiko is bothered when Clarence is invited to play, and bothered again when Mr. Katsumoto scolds her?

Why do you think that Michiko does **not** explain what Mr. Katsumoto told Kiko to Clarence?

## Extending Understanding

How do things like the *ofuro* and the baseball games help this community? Use evidence from the text and from your own ideas.

## Chapter 9

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

How does Clarence get his home run?

What does Kiko do during the game?

What happens to Geechan after the game?

### **Making Inferences**

How do you think Clarence feels when he is given the baseball glove?

### **Critical Literacy**

Why do you think the author has put George King's fight with the two Japanese boys in the same chapter as the game?

## Chapter 10

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does Mr. Yama yell at the children?

Why is it a problem for George King to know that Michiko's uncle Ted built the boat?

What happens to George King in this chapter? Why?

## **Making Inferences**

How are Mr. Yama and George King like each other?

Why do you think George King behaves the way he does?

## **Personal Response**

Although Michiko doesn't say it aloud, she is unhappy that Kiko is not as concerned for Clarence as she is. Have you ever had an experience where your friends are not as close to each other as you would wish them to be? How did you handle the situation?

# Chapter 11

## Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

## Comprehension

Why are Michiko and Kiko visiting Mrs. Morrison?

What news does the telegram bring?

How does Michiko impress Bert?

### **Making Inferences**

How does Mabel feel about Japanese people? What do you think this opinion is based on?

### **Extending Understanding**

Do you think Mabel is typical of the attitudes white Canadians had towards Japanese-Canadians during World War II? Why or why not?

# Chapter 12

## Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

## Comprehension

Why doesn't Sadie want Geechan to know about her date?

## Making Inferences

Why might Mrs. Minigawa be less slim than she used to be?



Why might Geechan have disallowed record players for his children?

### **Personal Response**

As a homework assignment ask your parents whether they ever had a disagreement with their parents about anything like a record player, or dating. Ask them why this conflict occurred, and how it was resolved.

## Chapters 13 and 14

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

What does the doctor tell Geechan's family?

Why did Geechan used to argue with Sadie and Ted, when they were children?

Why is Michiko crying at the end of the chapter?

Why might Ted miss Geechan's funeral?

Why does Mr. Katsumoto join the family for dinner after the funeral service?

### **Making Inferences**

Why do you think Michiko's father seldom talks about his time away with the road gangs?

### **Personal Response**

Michiko asks in this chapter "Why does it have to be one or the other? Why can't we be Japanese and Canadian at the same time?" Do you believe it is possible to have belong to two different cultures at the same time? Why or why not? Use examples from the text and your own experience to justify your answer.

### **Critical Literacy**

Why might the author have had Michiko ask this question? What do you think the author's answer to this question would be?

# Chapter 15

## Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

## Comprehension

From where and who does the mysterious box arrive?

What are “the Four Treasures” and how are they used?

Why does Michiko feel saddened when she sees her first attempt to use this gift?

### **Personal Response**

If you were to receive a surprise 'holiday' gift package, what things inside it would make the holiday perfect for your family?

What would you like to become better at doing?

# Chapter 16

## Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

## Comprehension

Where does Kiko claim her watch came from?

Where does Michiko fear the watch came from?

Why is Michiko so upset by Kiko claiming Mr. Morrison is probably dead?

Why does Michiko's criticism upset Kiko so much?

## **Extending Understanding**

How might the information Kiko shares in this chapter explain some of the things she has done or said to others?

## **Personal Response**

What do you think Michiko should do about Kiko's watch?

## Chapter 17

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

What does Michiko's mother ask her to do for the new year?

Why does Michiko's mother get angry?

Why does Michiko's father get angry?



## **Making Inferences**

What do you think Michiko's dream might mean?

How do you think Michiko feels about her parents not discussing their plans with her?

## **Personal Response**

As a homework assignment, keep a dream journal this week, and write down your dreams as soon as you wake up.

## Chapters 18 and 19

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does the popcorn make a mess?

What does Mrs. Morrison want to celebrate?

What is Mrs. Minigawa's good news?

How does Mr. Sagara react when he learns that Kiko has stolen the watch?

What is Sadie's good news?

### **Making Inferences**

What does Michiko mean when she says on page 121, "Those who make the first bad move always lose the game." Justify your answer with examples from the book, or your own experience.

### **Personal Response**

Do you agree or disagree with the aphorism Michiko uses? Why or why not?

## Chapter 20

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Where are Mr. Sagara and Kiko going to go?

What is Michiko's plan for getting Mrs. Morrison's watch returned to its owner?

## **Extending Understanding**

Why would Michiko use this stratagem for returning the watch, rather than just telling her mother or Mrs. Morrison?

## **Making Inferences**

In Japanese tradition, pussy willows are a symbol of motherhood. Why might Kiko and Mr. Sagara have given pussy willows to Mrs. Minigawa?

## **Personal Response**

Do you think it is better to move forwards or backwards? Why?

Do you think it would be better for the Minigawas to move to Japan or stay in Canada? Why?

## Chapters 21 and 22

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does George sit next to Michiko for the performance?

What do Sadie and Kiko each do for the spring festival performance?

### Making Inferences

Why do you think Mrs. Minigawa says, "The right man for you would never try to clip your wings.?"

Why do you think that Michiko wants Clarence to take George fishing?

### **Extending Understanding**

What is the meaning of the aphorism, “at the foot of the lighthouse it is always dark.?” Justify your answer with examples from the book, or your own experience.

### **Critical Literacy**

How is Michiko’s father deciding to move the family to Japan without consulting Michiko or other family members a little like the Canadian government interning the Japanese-Canadians?

Why might the author want readers to make this comparison?

## Chapters 23 and 24

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

What does Mrs. Morrison think causes George King to behave poorly?

Why is the ad Michiko finds important?

What does Michiko do with the ad?



Why does Mr. Minigawa object to the new plan?

How does working together enable the Minigawa family to solve their problems.

### **Personal Response**

Do you think George would be a nicer person if Clarence befriended him? Why or why not?

## Chapter 25

### Chapter Summary

Record a one paragraph summary of the significant events and information from this chapter.

### Comprehension

Why does Michiko visit Mr. Yama?

### Extending Understanding

Use an online English-Japanese dictionary. What is the meaning of the new baby's name "Hana?"

### Critical Literacy

Why might the author have chosen this name for the new baby?

Why do you think the author finishes the story with a scene in which Michiko plants a cherry tree near Geechan's grave (looking backwards), and plans to catch fireflies in Oakville, Ontario (looking forwards)?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

## Vocabulary Sheet 1

*For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?*

<b>Vocabulary word</b>	<b>Page</b>	<b>Sentence from novel</b>	<b>I think it means</b>	<b>Dictionary definition</b>	<b>Was I close? Y/N</b>
<b>heritage</b>	<b>Cover</b>				
<b>confiscated</b>	<b>Cover</b>				
<b>deprivation</b>	<b>Cover</b>				
<b>empty-handed</b>	<b>10</b>				
<b>wind</b>	<b>14</b>				
<b>puckered</b>	<b>17</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

## Vocabulary Sheet 2

*For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?*

<b>Vocabulary word</b>	<b>Page</b>	<b>Sentence from novel</b>	<b>I think it means</b>	<b>Dictionary definition</b>	<b>Was I close? Y/N</b>
<b>furrow</b>	<b>20</b>				
<b>appraiser</b>	<b>23</b>				
<b>measly</b>	<b>24</b>				
<b>partitioned</b>	<b>25</b>				
<b>icebox</b>	<b>31</b>				
<b>inflection</b>	<b>33</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

### Vocabulary Sheet 3

*For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?*

Vocabulary word	Page	Sentence from novel	I think it means	Dictionary definition	Was I close? Y/N
<b>bristling</b>	<b>43</b>				
<b>banned</b>	<b>46</b>				
<b>ricocheted</b>	<b>50</b>				
<b>beware</b>	<b>69</b>				
<b>sliver</b>	<b>73</b>				
<b>telegram</b>	<b>75</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

## Vocabulary Sheet 4

*For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?*

Vocabulary word	Page	Sentence from novel	I think it means	Dictionary definition	Was I close? Y/N
heritage	88				
lacy	91				
impose	97				
elegant	103				
ashen	108				
overprotected	116				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

## Vocabulary Sheet 5

For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?

Vocabulary word	Page	Sentence from novel	I think it means	Dictionary definition	Was I close? Y/N
omen	121				
evacuation	127				
bedridden	133				
craned	143				
aggravated	149				
three-tiered	156				
accommodations	162				

# POST-READING ACTIVITIES

## Hanakotoba

1. Explain the term Hanakotoba to class, and explain its use as a symbolic language.
2. Have students brainstorm ideas about how flowers could be used to send messages.
3. Have students work in small groups to reread specific examples where flower symbolism was used in *Cherry Blossom Winter*.
4. Have students determine reasons why Ms. Maruno may have selected the flowers that she has, at the moments she has.
5. As a class, discuss student's answers and make a master list. Discuss reasons why cherry blossoms might reoccur more than other flowers.
6. As a class, discuss whether the Hanakotoba meanings for Cherry Blossom (Kindness, and Gentleness) might change their understanding of the title, "Cherry Blossom Winter. In what way is this book about a kind or gentle winter?"

## Baseball!

1. Hold an in class screening of, *Sleeping Tigers: The Asahi Baseball Story*
2. Have student visit the following websites
  - *Asahi: Canadian Baseball Legends*. <http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/asahi/index2.php?loc=en-CA>. (Ask students to read the Asahi Legacy subsection, "Baseball in the camps.")
  - *Vancouver Asahi. Canadian Baseball Hall of Fame*. <http://baseballhalloffame.ca/museum/inductees/vancouver-asahi/>
3. Have students compare the language and focus of these two websites critically. Ask students to consider who has written each, and for what purpose.
4. Have the class discuss the importance of the *Asahi* team as a symbol to Japanese-Canadians living before World War II.
5. Have students work in small groups to write an explanation of how baseball helped Japanese Canadians in the camps.
6. Hold a class discussion about the induction of the *Asahi* into the Canadian Baseball Hall of Fame. What sort of changes in Canadian culture does that imply?
7. As a final task for this unit, and a reward, consider staging a class baseball game.



## Flower Symbolism in Cherry Blossom Winter

Flower/Blossom	Page Number	Hanakotoba (Flower Word)
Cherry Blossom	Title	Kindness, Gentleness
Peony	21	Bravery
Iris	22	Good News
Daisy	31	Faith, Simplicity
Poppy	33	Consolation, Comfort
Buttercup	41	Cheerfulness, Childishness
Queen's Anne Lace	41	Fantasy
Honeysuckle	70	Generosity
Clematis	70	Ingenuity
Lily	94	Purity
Cherry Blossom	99	Kindness, Gentleness
Tulips	104	Fame, Charity, Trust
Iris	104	Good News, Glad Tidings
Pussy Willow	132	Motherhood
Iris, (Wilted)	144	Good News, Glad Tidings
Lilac, (Shriveled)	144	First Love
Gladiolas	153	Love at First Sight, Readiness,
Lily	155	Purity
Lilac	155	First Love
Rose	155	Love, In Love
Wild Ferns	155	Sincerity
Daisy	155	Faith, Simplicity
Pansy	156	Thoughtfulness, Caring
Cherry	167	Kindness, Gentleness

## Origami

Have students construct origami flowers. Folding instructions can be found online in a variety of websites. One site with a variety, including a simplified cherry blossom design, is <http://www.origami-instructions.com/origami-flowers.html>

## Creative Writing Response

Have students reread pages 88-90.

Hold a class discussion about what it is like to have one identity conflict with another.

Ask students to write a 1 or 2 page story about a fictional character who feels torn between two identities. Student stories might concern:

- A superhero at odds with his alter ego
- A person of mixed ancestry
- An artist whose parents want her to be an accountant
- A second or third-generation Canadian

## Haiku

Haiku in English are a literary form based on the traditional Japanese poetic form. Although there is no single set of rules for Haiku in English, Haiku in English normally have:

- 3 lines
- up to 17 syllables (often 5-7-5)
- a season word
- a “cut” (a break, often indicated with a hyphen, between two juxtaposed images)
- an emphasis on imagery instead of action

For instance:

numb snowflakes linger  
On her dark scarf – inhale as  
pungent steam rises

Ask students to write three haiku of their own, from the point of view of a Japanese-Canadian being interned, at an internment camp, and after.

## Novel in an hour

Because *Cherry Blossom Winter* is episodic in structure the “Novel in a Hour” reading strategy would work well with this novel.

When using “Novel in an Hour,” the teacher assigns individuals or groups of students specific chapters to read. (The class as a whole may read the first 1-2 chapters, to allow for a common understanding of who the main characters are.)

Students are then responsible for presenting the chapter to the class, by summarizing or dramatizing it.

## Long Answer Written Response

Have students write a long answer response to one of the following questions

1. What are three characteristics of Michiko Minigawa? Use evidence from the text to support your answer.
2. Why do you believe Kiko steals the watch? Use evidence from the text and your own ideas.
3. What do you think George King’s point of view is, about the day he fell in the lake? Use evidence from the text and your own ideas.
4. Would you recommend this book to a classmate? Why or why not? Use evidence from the text and your own ideas in your answer.
5. What do you think the author would like us to learn about ‘community’ from reading this book? Use evidence from the text and your own ideas in your answer.
6. How does the author make use of symbolism in *Cherry Blossom Winter*?
7. How does the author make use of foreshadowing in *Cherry Blossom Winter*?
8. How does the author make use of aphorism in *Cherry Blossom Winter*?

## Text Comparison

Have students read one of the following additional texts

- *I Know Here*. Laurel Croza
- *Baseball Saved Us*. Ken Mochizuki
- *Remembering Minidoka: A Journal from an Internment Camp*. Margaret Nevinski

Ask students to use a T Chart to compare and contrast *Cherry Blossom Winter* with the comparison text.

Have students share their comparisons in class

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

### ***Cherry Blossom Winter* Text Comparison**

Work with a partner. Compare and contrast *Cherry Blossom Winter* to \_\_\_\_\_

Remember to consider similarities and differences between, characters, character's feelings, setting, plot or events. Point-form notes are acceptable.

<p><b><i>Cherry Blossom Winter</i></b></p>	<hr/>
--	-------

## The Consequences of the Japanese-Canadian Internment

Reread the Canadian Encyclopedia's online article "Japanese Internment Banished and Beyond Tears (or another article on the same topic.)

Ask students to focus specifically on the subsequent events for the Japanese-Canadian community and Canada (especially the public apology, compensation plan and abolishment of the war measures act.)

Have students use 'Smart Ideas' or a similar program, to create flow chart demonstrating how the the Japanese-Canadian Internment helped the Japanese - Canadian community achieve full civic rights in Canada.

## Historica Minute

Share with students one or more of the Historica Heritage Minute videos. (<http://www.historica.dominion.ca>)

Have students work in small groups to write scripts for "Historica Minutes" about the Japanese-Canadian Internment.

Time permitting, have students videotape and present their Historica Minute.

# ASSESSMENT TOOLS

## Evaluation of Oral and Media Literacy in Class Discussions, including Contextual Understanding

Category	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Language Arts, Oral Communication</b>				
<b>1.2 Uses Active Listening Strategies</b>	-inconsistently attempts the use of active listening strategies when participating in classroom interactions	-makes inconsistent use of active listening strategies when participating in classroom interactions	-makes consistent use of active listening strategies when participating in a variety of classroom interactions	-always makes successful, consistent use of active listening strategies when participating in a variety of classroom interactions
<b>2.2 Interactive Strategies</b>	-demonstrates understanding of appropriate speaking behaviour, only in a few specific situations	-demonstrates some understanding of appropriate speaking behaviour, in some specific situations	-demonstrates understanding of appropriate speaking behaviour, in a variety of situations	-demonstrates keen discretion in their understanding of appropriate speaking behaviour, in a variety of situations
<b>2.3 Clarity and Coherence</b>	-with considerable difficulty, communicates in a clear, coherent manner appropriate to the purpose,	-with some difficulty, communicates in a clear, coherent manner appropriate to the purpose,	-communicates in a clear, coherent manner appropriate to the purpose,	-consistently communicates in a clear, coherent manner appropriate to the purpose,
<b>Language, Media Literacy</b>				
<b>1.5 Production Perspectives</b>	-identifies who produces various media texts, and the reason for their production, only with teacher support	-can, with some support, identify who produces various media texts, and the reason for their production	-can identify who produces various media texts, and the reason for their production	-can independently identify who produces various media texts, and the reason for their production
<b>Social Studies, Canada and World Connections: Grade 5</b>				
<b>describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including the granting of voting rights to various groups</b>	-describes, with major errors or omissions, the rights of groups and individuals and the responsibilities of citizenship in Canada, including the granting of voting rights to various groups	-describes, with some error or omission, the rights of groups and individuals and the responsibilities of citizenship in Canada, including the granting of voting rights to various groups	-describes the rights of groups and individuals and the responsibilities of citizenship in Canada, including the granting of voting rights to various groups	-accurately describes the rights of groups and individuals and the responsibilities of citizenship in Canada, including the granting of voting rights to various groups,
<b>identify responsibilities that accompany particular rights (e.g., the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect)</b>	-with difficulty, identifies responsibilities that accompany particular rights (e.g., the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect)	-with some limited insight, identifies responsibilities that accompany particular rights (e.g., the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect)	- accurately identifies responsibilities that accompany particular rights (e.g., the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect)	-with significant insight, identifies responsibilities that accompany particular rights (e.g., the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect)

**demonstrates understanding of how the topic of civic rights and responsibilities relates to *Cherry Blossom Winter***

-with considerable teacher support, can demonstrate understanding of how this topic relates to *Cherry Blossom Winter*

-with teacher support, can demonstrate understanding of how this topic relates to *Cherry Blossom Winter*

-demonstrates understanding of how this topic relates to *Cherry Blossom Winter*

-demonstrates a clear understanding of how this topic relates to *Cherry Blossom Winter*

**Social Studies, Canada and World Connections: Grade 6**

**describe some of the connections Canada shares with the rest of the world, (e.g., history, immigration, culture)**

-describes, with considerable error, some of the connections Canada shares with the rest of the world, (e.g., history, immigration, culture)

-describes, with some error, some of the connections Canada shares with the rest of the world, (e.g., history, immigration, culture)

-describes some of the connections Canada shares with the rest of the world, (e.g., history, immigration, culture)

-describes in detail some of the connections Canada shares with the rest of the world, (e.g., history, immigration, culture)

**can explain how some connections Canada shares with the rest of the world are exemplified in *Cherry Blossom Winter***

-with considerable teacher support, explains how some connections Canada shares with the rest of the world are exemplified in *Cherry Blossom Winter*

-with teacher support, explains how some connections Canada shares with the rest of the world are exemplified in *Cherry Blossom Winter*

-explains how some connections Canada shares with the rest of the world are exemplified in *Cherry Blossom Winter*

-clearly explains how some connections Canada shares with the rest of the world are exemplified in *Cherry Blossom Winter*

**Demonstration of Reading Strategies and Comprehension of the Text**

Category	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Language Arts, Reading</b>				
<b>1.3: Reading Comprehension Strategies</b>	-demonstrates limited use of comprehension strategies before, during, or after reading to understand the text	-demonstrates use of a few, comprehension strategies before, during, or after reading to understand the text	-demonstrates use of a variety of comprehension strategies before, during, or after reading to understand the text	-demonstrates, in an exemplary manner, the use of a variety of comprehension strategies before, during, or after reading to understand the text
<b>1.4: Demonstrating Understanding</b>	-demonstrates some limited understanding of the text by summarizing a few important details,	-demonstrates some understanding of the text by summarizing most important details	-demonstrates understanding of the text by summarizing important details	-demonstrates a high degree of understanding of the text by summarizing all important details with brevity and clarity
<b>1.5 Making Inferences / Interpreting Texts</b>	-makes and explains a few simple inferences about the text -provides little or no support of their explanations from stated and implied ideas in the text	-makes and explains some inferences about the text -provides some support of their explanations from stated and implied ideas in the text	-makes and explains inferences about the text -provides support for their explanations from stated and implied ideas in the text	-makes and explains insightful inferences about the text -provides exact supports for their explanations from stated and implied ideas in the text

<b>1.6 Extending Understanding</b>	-makes a few, tenuous connections between the ideas in the text and personal knowledge,; other texts; or the world around them, providing limited understanding of the text	-makes some connections between the ideas in the text and personal knowledge; other texts; or the world around them, providing some additional understanding of the text	-makes connections between the ideas in the text and personal knowledge; other texts; or the world around them, and extending their understanding of the text	-makes astute connections between the ideas in the text and personal knowledge; other texts; or the world around them, considerably extending their understanding of the text
<b>1.7 Analyzing Text</b>	-with considerable difficulty, analyzes the text, explaining how a few, simple elements contribute to meaning	-with some error, analyzes the text, explaining how some specific elements contribute to meaning	-analyzes the text, accurately explaining how specific elements contribute to meaning	-expertly analyzes the text, explaining with considerable insight how specific elements contribute to meaning
<b>1.8 Responding to and Evaluating Texts</b>	-expresses a few, limited opinions about the ideas and information in texts, with consistent lack of clarity, or limited or missing citation of evidence	-expresses opinions about the ideas and information in texts, with some lack of clarity, or with inconsistent citation of evidence from the text to support opinions	-expresses opinions about the ideas and information in texts, consistently citing evidence from the text to support opinions	-expresses insightful opinions about the ideas and information in texts, citing pertinent evidence from the text to support opinions
<b>1.9 Point of View</b>	-identifies the point of view presented in a text, with major errors and omissions, and little or no supporting evidence from the text, - with considerable support, suggests a possible alternative perspective	-identifies the point of view presented in a text with some errors or omissions, citing limited or vague supporting evidence from the text, - with support, suggests possible alternative perspectives	-identifies the point of view presented in a text, citing supporting evidence from the text, and suggesting possible alternative perspectives	-clearly identifies the point of view presented in a text, citing pertinent supporting evidence from the text, and suggesting possible alternative perspectives
<b>2.1 Text Forms</b>	-with some major gaps or errors, explains how particular characteristics of a text help to communicate meaning,	-with gaps or errors, explains how particular characteristics of a text help to communicate meaning,	-explains how particular characteristics of a text help to communicate meaning,	-with a high degree of understanding, explains how particular characteristics of a text help to communicate meaning,
<b>2.4 Elements of Style</b>	-with teacher support, can identify a few elements of style, such as aphorism, symbolism or foreshadowing and can explain how they help communicate meaning	-identifies a few elements of style, such as aphorism, symbolism or foreshadowing, and sometimes explains how they help communicate meaning	-identifies elements of style, such as aphorism, symbolism or foreshadowing, and explains how they help communicate meaning	-consistently identifies elements of style, such as aphorism, symbolism or foreshadowing, and accurately explains how they help communicate meaning



## Reading Unfamiliar Words

Category	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Language Arts, Reading</b>				
<b>3.2 Reading Unfamiliar Words</b>	-with teacher support predicts the meaning of and sometimes solves unfamiliar words, using very few semantic, syntactic, and graphophonic cues	-with limited success, predicts the meaning of and sometimes solves unfamiliar words, using some semantic, syntactic, and graphophonic cues	-predicts the meaning of and solves unfamiliar words, using semantic, syntactic, and graphophonic cues	-predicts the meaning of and rapidly solves unfamiliar words, using a wide array of semantic, syntactic, and graphophonic cues

## Evaluation of Student Writing

Category	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Language Arts, Writing</b>				
<b>2.2 Voice</b>	-is beginning to attempt to establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood	-attempts to establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood	-establishes a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood	-establishes a strong personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood
<b>2.4 Sentence Fluency</b>	-rarely uses sentences of different lengths or structure	-uses some sentences of different lengths and structure	-uses sentences of different lengths and structure	-uses a wide variety of sentences of different lengths and structure
<b>2.6 Preparing for Revision</b>	-with many major omissions, identifies elements of their writing that need improvement, using feedback from the teacher and peers	-with some omissions, identifies elements of their writing that need improvement, using feedback from the teacher and peers	-identifies elements of their writing that need improvement, using feedback from the teacher and peers	-scrupulously identifies elements of their writing that need improvement, using feedback from the teacher and peers
<b>2.7 Revision</b>	-with considerable errors and gaps, revises drafts to improve the content, organization, clarity, and style of their written work,	-with some errors or gaps, revises drafts to improve the content, organization, clarity, and style of their written work	-revises drafts to improve the content, organization, clarity, and style of their written work	-thoroughly revises drafts to improve the content, organization, clarity, and style of their written work

# FURTHER READING

## Books

*When the Cherry Blossoms Fell.* Jennifer Maruno

*Remembering Minidoka: A Journal from an Internment Camp.* Margaret Nevinski

*I Know Here.* Laurel Croza

*Baseball Saved Us.* Ken Mochizuki

## Websites

*Asahi: Canadian Baseball Legends.*

<http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/asahi/index2.php?loc=en-CA>

*Japanese Internment: Banished and Beyond Tears.* *The Canadian Encyclopedia.*

<http://www.thecanadianencyclopedia.com/featured/japanese-internment-banished-and-beyond-tears>.

*The Internment of the Japanese during World War II.* *Historica* <http://www.histori.ca/peace/page.do?pageID=279>

*Vancouver Asahi.* *Canadian Baseball Hall of Fame.* <http://baseballhalloffame.ca/museum/inductees/vancouver-asahi/>

## Other

*Sleeping Tigers: The Asahi Baseball Story.* (Documentary, available at the NFB website)

[http://www.nfb.ca/film/sleeping\\_tigers\\_the\\_asahi\\_baseball\\_story](http://www.nfb.ca/film/sleeping_tigers_the_asahi_baseball_story)