

# Grandfather's Journey

by Allen Say

## Teacher's Guide

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## CLASSROOM FAVORITES

A Perma-Bound Production

*This guide was prepared using the Houghton Mifflin Company edition, 1993. Other editions may differ.*

### Synopsis

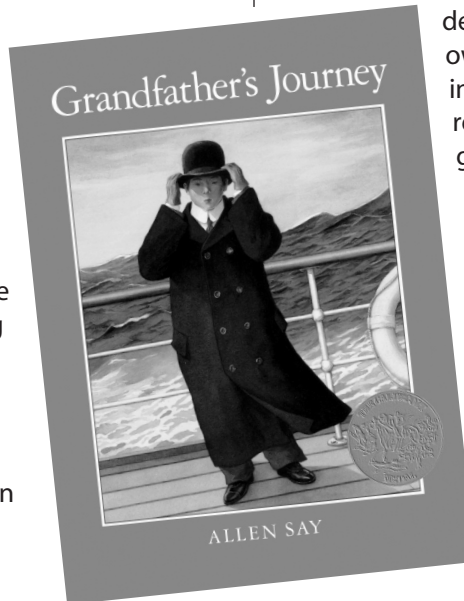
Have you ever wanted to be in two places at once? The main character of *Grandfather's Journey* deals with this feeling throughout his entire life, which is captured in the words and whimsical illustrations of Allen Say. The story begins with the narrator (the main character's grandson) describing how his grandfather's journey began when he was a young man leaving Japan to see the world. The story follows the main character as he travels over the Pacific Ocean, wears European clothes for the first time, and explores North America by train and riverboat. The grandfather sees deserts, endless farm fields, factories, and mountains. Allen Say describes in detail the people that the main character meets along his way, and his wish to delay returning to his homeland while he continues exploring.

Eventually, the grandfather wishes to return home to marry his childhood sweetheart, whom he takes back to America with him. The new couple make a home in America and eventually have a baby girl. As the child grows, the grandfather longs to see his old friends and the rivers and mountains of his childhood home of Japan. When his daughter is grown, the grandfather decides he can wait no more, and he and his family return to Japan. Beautiful spreads of the Japanese hill-sides and fanciful pictures of the grandfather and his friends express his feelings of happiness.

The grandfather watches his daughter grow, become married, and have a child of her own, the narrator of the story. As the grandfather describes America to his grandson, his longing for the country becomes evident; Say poignantly changes the story line with the grandfather planning his return. But the mood becomes somber and the tone of the story changes as gloom takes over the war-stricken country and the grandfather

is never able to return to America. Say concludes the story on a note of hope as the narrator describes his own trip to America and the longing to be in both countries at the same time is repeated in another generation.

*Grandfather's Journey* is filled with beautiful illustrations that add to the depth of the story line, which in itself is very praiseworthy. A strong sense of home and a strong sense of family reveal themselves through symbolism (songbirds, war) and an interesting, original plot conveying the impact culture and family can have on one's life.

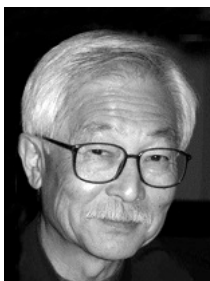


### Timeline

- As a young man** Grandfather travels over the Pacific Ocean from Japan to America. He wears European clothes, sees the land, meets many people. He doesn't want to leave at first.
- Eventually** Grandfather returns home to marry his sweetheart, then returns to America. They have a baby, who grows up in America; Grandfather longs for Japan.
- When his daughter is older** Grandfather moves with his family to Japan and reunites with his old friends.
- Later still** Grandfather watches his daughter grow, marry, and have a child of her own—the narrator. He describes America to his grandson, and wants to return. However, war intervenes, and Grandfather never returns to America.
- After the war** The narrator makes the trip to America, and continues the family history of longing for both places.

### Author Sketch

Allen Say was born in Yokohama, Japan in 1937. It is rumored that Say began drawing before he could walk, and loved to draw on anything he could get his hands on, including the walls. However, in Say's family, drawing and writing were not acceptable careers; his father was a strict and successful businessman, and Say's talents were overlooked, and even discouraged at times.



When Say entered first grade, his teacher nurtured his talents and for the first time, Say felt that his beloved activity was accepted; for once, he did not feel guilty for partaking in what he truly loved. Say's ability to mix cultures and themes was fostered by Noro Shinpei, a well-known Japanese cartoonist whom Say calls his 'mentor.' Allen Say's relationship with Noro Shinpei is recreated and illustrated in his award-winning *The Ink-Keeper's Apprentice*. At the age of 16, Say moved to the United States and eventually enrolled in an architecture program in Berkeley, California. Additionally, Say did some work at Aoyama Gakuin in Tokyo, the Chouinard Art Institute, the Los Angeles Art Center School, and the San Francisco Art Institute. Later, he was drafted into the United States military and sent to Germany to work as a firing-panel operator of a missile system.

His experiences with the military led Say to create *The Bicycle Man*, a depiction of an encounter between a group of Japanese schoolchildren and two American soldiers in post-World War II Japan. Although Say had previously authored and published a few books, his first critical success came with this account. By the mid-1980s, Say's keen interest in photography focused his creativity toward taking pictures. About this time, an editor cajoled Say into creating the illustrations for *The Boy of the Three-Year Nap*. While preparing the illustrations for Dianne Snyder's book, Say's interest in writing and illustrating was reborn.

Since this reawakening, Say has written, illustrated, and published numerous books, most of which reflect Japanese culture and its profound effect on his life. Say says of himself, "An artist tries to take nuts [culture] and bolts [experiences] and breathe life into them, that is what I try to do."

### Critic's Corner

As with any author with passion for the subject of his book, Allen Say created an extraordinary glimpse into the culture of Japanese Americans. He uses exquisite, muted illustrations to suggest *Grandfather's Journey* is a family memory album. Entering into the world of the grandfather and the grandson, the reader connects with the emotions that Allen Say remembered as he wrote and illustrated *Grandfather's Journey*. He captures the attention and sympathy of the reader from the start and does not lose either while he embeds the emotion and vision of the grandfather in the minds of readers.

*School Library Journal* comments: "[*Grandfather's Journey*] is a personal history of three generations of the author's family that points out the emotions that are common to the immigrant experience" (1998). "In lucid, graceful language, he [Say] chronicles these passages, reflecting his love of both countries," says *Kirkus Reviews* (1993). Additionally *Kirkus Reviews* raves that *Grandfather's Journey* is "lovely, quiet-with a tenderness and warmth new to this fine illustrator's work" (1993). Obviously, Allen Say promotes the emotional experience and recounts his personal feelings throughout the story and throughout his vision portrayed by illustrations. Finally, a *Horn Book* starred review concludes "the immigrant experience has rarely been so poignantly evoked as it is in this direct, lyrical narrative that is able to stir emotions through the sheer simplicity of its telling" (1994). *Grandfather's Journey* was awarded the Caldecott Medal for its stunning illustrations.

### General Objectives

1. To gain insightful knowledge of a book through comprehension, vocabulary, and theme assessment techniques
2. To demonstrate knowledge of characters and events in the story along with the importance of its illustrations
3. To expand vocabulary through the use of meaning study, group discussion, and direct questioning techniques
4. To recall specific facts presented in *Grandfather's Journey* and to analyze the role of the characters in the story
5. To participate in a wide-range of cross-curricular activities including art and written expression to gain and demonstrate knowledge of the important aspects of *Grandfather's Journey*

## Specific Objectives

1. To provide a comprehensive definition of a journey and the implications that may arise throughout the adventure
2. To understand the role of culture in everyday lives and in the lives of family, peers, and surrounding individuals
3. To gain knowledge specifically of the Japanese culture and the ways it differs from students' own cultures
4. To understand the components of a family tree and the knowledge presented in a graphic representation of a family
5. To recognize different modes of transportation and to identify the methods of transportation best for certain geographical areas

## Selected Other Works by Allen Say

*Home of the Brave*, 2002  
*The Sign Painter*, 2000  
*Tea with Milk*, 1999  
*Under The Cherry Blossom Tree: An Old Japanese Tale*, 1997  
*Allison*, 1997  
*Emma's Rug*, 1996  
*Stranger in the Mirror*, 1995  
*Tree of Cranes*, 1991  
*El Chino*, 1990  
*The Lost Lake*, 1989  
*A River Dream*, 1988  
*The Bicycle Man*, 1982  
*The Ink-Keeper's Apprentice*, 1979  
*The Feast of Lanterns*, 1976  
*Dr. Smith's Safari*, 1972

## Selected Other Books Illustrated by Allen Say

Brother Antoninus, *A Canticle to the Waterbirds*, 1968  
Brown, Theo, *The Secret Cross of Lorraine*, 1981  
Bunting, Eve, *Magic and the Night River*, 1978  
Friedman, Ina R., *How My Parents Learned to Eat*, 1984  
Lawson, Annetta, *The Lucky Yak*, 1980  
Pinney, Wilson, editor, *Two Ways of Seeing*, 1971  
Snyder, Dianne *The Boy of the Three-Year Nap*, 1988

## Bibliography

Children's Literature Review, Volume 22, Gale, 1991, p. 208-212.  
Horn Book, starred review, The Horn Book Inc., 1994.  
Marcus, Leonard S., "Rearrangement of Memory: An Interview with Allen Say," Horn Book May/June, 1991, p. 295-303  
Publisher's Weekly, August 4, 1997, p. 74.  
Say, Allen, *Grandfather's Journey*, Boston: Houghton Mifflin Company, 1993.  
School Library Journal, Reed Business Information, Inc., Sept. 1998.  
Washington Post Book Work/, May 19, 1974; May 4, 1975.

## The Importance of Setting

The settings in *Grandfather's Journey* are the main focal points and main points of interest in the story. Based on the travels of two generations of Japanese Americans, *Grandfather's Journey* plays up the importance of the settings with its realistic, detailed pictures.

Traditional Japanese clothing in the first page's portrait establish the grandfather's homeland while the next illustration, on deck with its wind and waves, represents his voyage across the Pacific Ocean to America's West Coast.

The vastness and variety of the country in the early 1900s is shown through illustrations of different transportation methods as well as several geographical features that appear to progress from west to east. Desert rock formations in reds, oranges and purples suggest the Mojave Desert of Arizona in the Southwest, while fields of golden wheat stretching to the horizon indicate the Great Plains which extend through the Midwest states. Both areas are less populous and give the calm impression of timelessness.

Shades of gray outlining the confines of tightly packed buildings and factory smokestacks suggest many cities, such as St. Louis, Chicago, or Detroit, full of bustling people and industry. Mountains with distant peaks covered in snow might indicate the Appalachian Mountain range as he continues east. The smaller, darker mountains hint at the mines and forests encountered in the area. Page 12 depicts a small town's multi-ethnic inhabitants in front of a typical barbershop of the time period while the steamship or riverboat on page 13 was common on most major water routes from the Eastern coast to the Mississippi River.

# Grandfather's Journey

Allen Say

The journey circles back to the grandfather's favorite American place, the greens, grays, and blues of California's rocky seacoast. The lush foliage and reflective waters of the newlyweds' leisurely row, the park atmosphere and the fog-shrouded bay view of the family portraits on pages 16 and 19 all give a sense of enjoyment of San Francisco as his American home.

The grandfather's return home to Japan is seen with a spread of beautiful illustrations which show just as much variety and help the reader understand how he can love both countries.

The carefully cultivated fields and irrigation systems of farms at the foot of tree-covered mountains, the happy gathering on the peaceful hilltop, and the carefully crafted home complete with screens, rock and lawn gardens attest to the beauty and love he feels for Japan and its traditions. Yet the caged birds remind readers of those he raised in California and suggest his longing to return there.

The story dramatically introduces the war, contrasting the tans and creams on page 22 with the darkened browns and grays of the home on page 26, the soft, rounded lawn on page 24 is replaced by the harsh, angled destruction on page 27. The despair and rebuilding are brightened as the grandfather returns to the village of his childhood, but he is older and sadder as he tells his grandson he wants to see America once more.

The story ends with an understanding between the grandfather and the narrator, and the last three spreads of the book tell a visual story of how that understanding unfolds, concluding with a beautiful illustration depicting the narrator as a grown boy visiting America for himself. Through careful attention to the illustrations and settings of *Grandfather's Journey*, the story visually unfolds before the reader's Eyes. The story line of the book is brought to life with the spectacular illustrations.

## Themes and Motifs

*Grandfather's Journey* carries with its story several themes and motifs to discuss with students as the topics arise.

### Themes

- journey
- culture and cultural icons
- family
- love

### Motifs

- sense of security
- finding happiness
- memory
- friendships
- patriotism
- new experiences

## Meaning Study

When reading and sharing *Grandfather's journey* with students, discuss these phrases and words that help the story unfold.

1. "He wore European clothes for the first time. ..." *(Ask students why the author chose to include the word European when describing the clothing that the grandfather wore in America. Discuss the differences between Japanese clothing, on page 4, and European clothing, on page 5). Explain that different cultures wear different types of clothing, and that most likely the type is named for the culture it came from. Ask students to think about different types of clothing and bring the idea of culture into the discussion.)*
2. "He explored North America by train and riverboat. ..." *(Discuss the meaning of exploration and how that relates to a journey. Discuss additionally the fact that Japan is very far from North America—show—it on a map if possible—and that the grandfather had to become accustomed to—a new type of world. You may also want to have children discuss how long they think it took the grandfather to reach America (3 weeks) and why that amount of time might be different now.)*
3. "... factories and tall buildings bewildered and yet excited him." *(Bewilderment is a feeling of apprehension. Explain that someone who is bewildered may be kind of scared but kind of excited. Ask students to think of times they might have been bewildered but excited, then discuss each student's response with the class.)*
4. "He marveled at the towering mountains. ..." *(In context, ask students what marveled may mean. To marvel at something is to have a feeling of wonder. Use marvel in another sentence, for example, "Johnny marveled at how much ice cream he could eat at one time.!" Ask students to think about the grandfather's time in America and some other things which might cause him to marvel. Ask if this brings any personal experiences to mind.)*

5. "He surrounded himself with songbirds, but he could not forget." (*The songbirds in Grandfather's Journey play a very symbolic role. For example, the birds remind the grandfather of Japan when he is in America and of America when he is in Japan, page 25.* This symbolism relates to the fact that the grandfather always feels that a part of him is in the other country, hence being homesick for one when he is in the other. Ask students to think about why the grandfather did not keep another songbird after the war and after returning to his childhood village.)
6. "He took his family and returned to his homeland." (*Discuss the definition of a homeland: most of the time a place where someone was born, but more specifically, the place which someone felt was his/her first home. Discuss why it was so important for the grandfather to return to his birthplace.*)
7. "Once again he exchanged stories and laughed with his old friends." (*Exchange means to give something in return for something else. Ask students to think about what the grandfather is giving (stories). Engage students in a brainstorming session involving things you can exchange: money, gifts, happiness, help, etc.*)
8. Grandfather/Grandson: Main Character/Narrator (*Talk to the students about a narrator being a person who is telling a story. Explain the relationship between the main character and the narrator and discuss the reasons why Allen Say might have used the grandson as the narrator instead of the grandfather. The probable reason is that Allen Say is depicting a nonfiction story of his own life and his own grandfather.*)

## Comprehension Study

Discuss several answers for each comprehension question to informally test knowledge, through the use of Bloom's Taxonomy, of the material presented in *Grandfather's journey*. Allow older students to provide answers orally or in written form.

### Knowledge

1. Describe the two countries the grandfather in the story loved.  
(*America and Japan*)

2. List some of the types of transportation mentioned in the story.  
(*steamship, riverboat, train, self*)
3. What kept the grandfather from returning to America at the end of the story?  
(*a war*)

### Comprehension

4. What is the relationship between the narrator and the main character in the story?  
(*the narrator is the main character's grandson*)
5. Summarize the main ideas in *Grandfather's journey*. (*A grandson tells a story of his grandfather who was born in Japan but moved to America and fell in love with the country. He eventually moves home to Japan, but longs to visit America. After a war prevented his return, the grandfather is never able to go on his journey. The grandson visits America and realizes how his grandfather could love both places at one time.*)

### Application

6. Show the route of the entire journey depicted in the book on a map in the room.  
(*Allow students access to a wall map. They should begin in Japan, move to America, back to Japan again, and ultimately end up in America with the visit of the grandson.*)
7. Relate the theme of the grandfather's feelings with the illustrations in the book. How do the illustrations add to understanding the theme?  
(*When the grandfather is lonely, the illustrations depict him looking sad, or we see the caged songbirds. The illustrations of the war are dark and sad. When the grandfather is happy, the illustrations are bright and colorful.*)

### Analysis

8. Why did the grandfather feel the need to visit America? When he was in America, why did he miss Japan and ultimately return to Japan?  
(*The grandfather felt like both places were his home, and his love for each country made him sad to leave either one. Students should display understanding of the mixed feelings of the grandfather.*)
9. Diagram the story depicting the main themes and parts of *Grandfather's Journey*. Illustrate the diagram.  
(*Diagrams will vary.*)

# Grandfather's Journey

Allen Say

## Synthesis

10. Generate a list of important themes mentioned in the story along with a list of specific details describing each theme.  
*(Accept any answer that is supported with facts from the book and is a reasonable theme, such as: Journey: the mention of different modes of transportation and different sites around the two countries; Family: several statements about the grandfather's family members along with illustrations of him with his family throughout the book, etc.)*
11. Describe *Grandfather's Journey* as a specific type of story. How could the story have been changed to change the genre?  
*(The book has components of a biography and a historical narrative. Students should show knowledge of each type of story. A detailed account of the grandfather's life would make the story a biography. Detailing Japan and Japanese culture would make the story nonfiction. Additional ideas from students may be accepted.)*

## Evaluation

12. Discuss reasons why Allen Say might have been interested in writing a book containing the themes of *Grandfather's Journey*.  
*(Link the fact that Allen Say is Japanese American and probably based the story on personal feelings or experiences with his own grandfather.)*
13. Choose one illustration in the book and interpret its meaning. Describe the illustration and explain why or why not it added to the storyline depicted on the same page.  
*(Answers will vary depending on the illustration chosen. Students should provide a comprehensive description of the illustration and a meaningful discussion of its relation to the words on the page.)*

## Across the Curriculum

### Language Arts

1. Talk about what a narrator of a story is and why the narrator of the story is the main character's grandson. Brainstorm some reasons about Allen Say's decision to use a narrator instead of having the grandfather tell the story from his point of view.

2. Keep a travel log during the study of *Grandfather's Journey*. Describe happenings at home and at school, include poems or drawings to complement the places visited and the things seen.
3. Explore the genre of a historical narrative (or biography) and create a narrative about an interesting time in history (or about a person).
4. Create a story line of the happenings in *Grandfather's Journey*. Decorate the story line with drawings similar to those of Allen Say.

### History and Social Studies

1. Research another country and compare and contrast the country's culture to that of culture in the United States. Are the governments the same? What are some of the foods and popular products of the countries? Is entertainment the same?
2. Research Japan's history and culture. What holidays do the Japanese people celebrate? What is the Japanese school system like?
3. In conjunction with the Math map activity, create your own maps, complete with a key and symbols. Choose to map a room, classroom, city, etc.
4. Discuss different modes of transportation, especially those mentioned in the book. Are these methods still used today? Compare and contrast the methods of transportation and create a giant Venn diagram to display for pictorial representation.

### Arts

1. Examine several books on origami, the art of paper folding, and learn the craft, create original origami art, and then display the art for the class.
2. After discussing the modes of transportation from *Grandfather's Journey*, build a favorite mode three-dimensionally out of craft sticks, paper, clay, or another medium.
3. Partake in an Internet or library search for the art, dances, and types of music common in Japanese culture. Listen to the music and organize a time for the class to learn a Japanese dance.  
(A person skilled in Japanese dance might be a fun addition.)

4. Find pictures and illustrations, maybe from magazines, related to themes in the book (Japan, birds, origami, transportation, etc.), and create a *Grandfather's Journey* collage. Present and describe its creation to class.

## Science

1. Based on the addition of the songbirds in the story, research different species of birds. Which birds might the grandfather have kept? Make sure to find birds that sing and may live in Japan.
2. Using the water transportation theme in the book, create boats from basic materials (craft sticks, foil, paper, etc.). Hypothesize which materials will create the most buoyant boat, then test these hypotheses to discover the materials that work best.

## Mathematics

1. Gather several maps from areas such as the surrounding city or state, and possibly the country of Japan. Draw a route onto a map and figure out the distance from home to the new destination.
2. Represent favorite vacation destinations on a line or bar graph. What is the most popular destination? The least popular? How many more people chose \_ rather than \_?
3. Use the art of origami to create different three-dimensional shapes. Describe the characteristics of the created shapes. (sphere, cube, pyramid, cylinder, etc.)

## Student Involvement Activities

In addition to comprehension and vocabulary assessment, active student involvement with the ideas of *Grandfather's Journey*, its themes, and its main components will enhance the learning experience for all those involved.

1. Create family trees that will be presented to the class and displayed for all to observe. (This may be particularly fun to do when parents or other family members are visiting.)
2. Research cultures, then plan a cultural field day where students spend time in the library finding information on the foods, activities, and people in their cultures. Turn the classroom into a "cultural museum" and use class time to share the findings.

3. Since the illustrations in the story seem to be taken straight out of a family photo album, discuss why this is important to the meaning of the story. Create a family photo album to share with the class.
4. Brainstorm places that would be fun to visit by ship. Discuss why a boat or a ship would be the best means of transportation to these destinations and why these places were chosen. Are there any places which must be reached by ship? Share any personal experiences from being on a ship or a boat.
5. Discuss or write about a time when you wanted to find out more about something. Talk about the people questioned, the questions asked, and the feelings experienced about the information received.
6. Consider wanting to be in two places at once. Did the boy's grandfather in the story wish to be in Japan and America at the same time? What two places would you like to be in at one time, and why?
7. Create questions to ask classmates about places they have visited or wish to visit. Conduct interviews with one another using videotape or sound recording to share with the class. (An interesting twist may be to generate a list of questions to ask the grandfather or grandson.)

## Alternate Assessment

If needed, use the following general comprehension assessments by having students respond to them in written or oral form and either in a group or individually.

1. Think about why this book might have won the Caldecott Medal. What job do the pictures take on to add depth to the story? Which is your favorite picture and why?
2. Why did the author choose to tell this story from the voice of the grandson? Was this a good idea or would the story have been better told from the grandfather himself? (Discuss books told from first person, second person, or third person points of view.)

## Grandfather's Journey Allen Say

3. Sometimes people from other countries visit and eventually move to the United States, or vice versa. Why would people sometimes move from the countries where they were born to someplace they know very little about? At what times might someone be forced to move to another country? At what times might someone choose to move to another country?
4. Write a review of *Grandfather's Journey*. What were the best parts? What were the worst parts? What could the author have done differently? What did the illustrations do for the story? Be sure to include specific details from the story in the review.

### Cross-Curricular Sources

#### Books about Culture Connections

Bartone, Elisa, *Peppe the Lamplighter*, 1993  
Garland, Sherry, *The Lotus Seed*, 1993  
Levinson, Riki, *Watch the Stars Come Out*, 1985  
Marton, Jirina, *You Can Go Home Again*, 1994

#### Books about Journeys

Anno, Mitsumasa, *Anno's Journey*, 1997  
Ayer, Eleanor, *Parallel Journeys*, 2000  
Bauld, Jane Scoggins, *Journey Of the Third Seed*, 2001  
Burnford, Sheila, *The Incredible Journey*, 1996  
Ellis, Deborah, *Parvana's Journey*, 2002  
Hunkin, Oliver, *Dangerous Journey: The Story of Pilgrim's Progress*, 1985  
Isaac, Christine Verney, *Faith's Journey*  
Lasky, Kathryn, *A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620 (Dear America)*, 1996  
Levitin, Sonia, *Journey To America*, 1987  
Miller, Debbie S., *A Caribou Journey*, 2000  
Naidoo, Beverley, *Journey to Jo'burg: A South African Story*, 2002  
Priceman, Marjorie, *How to Make an Apple Pie and See the World*, 1996  
Spivak, Dawnine, *Grass Sandals: The Travels Of Basho*  
Reiss, Johanna, *The Journey Back*, 1987  
Robinson, Charles, *Journey Home*, 1992

#### Books About The Japanese Culture And Japanese Americans

Bunting, Eve, *So Far from the Sea*, 1998  
Falwell, Cathryn, *Butterflies for Kiri*, 2003  
Hamanaka, Sheila, *The Journey: Japanese Americans, Racism, And Renewal*

Hoobler, Dorothy, *The Japanese American Family Album*, 1996  
Kawaguchi, Gary & Sagan, Miriam, *Tracing our Japanese Roots*, 1994  
Kroll, Virginia, *Pink Paper Swans*, 1994  
Metcalf, Florence E., *A Peek at Japan: A Lighthearted Look at Japan's Language and Culture*  
Mochizuki, Ken, *Baseball Saved Us*, 1995  
\_\_\_\_\_, *Heroes*, 1997  
Robinson, Charles, *Journey Home*, 1992  
Say, Allen, *Home of The Brave*  
Terasaki, Stanley Todd, *Ghosts for Breakfast*, 2002  
Uchida, Yoshiko, *The Bracelet*, 1993  
\_\_\_\_\_, *A Jar of Dreams*, 1981  
Wells, Ruth, *A to Zen: A Book of Japanese Culture*, 1992

#### Books about Family

Falconer, Ian, *Olivia*, 2000  
High, Linda Oatman, *Beekeepers*, 1998  
Krebs, Laurie, *The Bee Man*, 2002  
Muten, Burleigh, *Grandmother's Stories: Wise Woman Tales From Many Cultures*, 1994  
Pellegrini, Nina, *Families Are Different*, 1991  
Penn, Audrey, et al, *The Kissing Hand*, 1993  
Russell, Ching Yeung, *The Lichee Tree*, 1997  
Rylant, Cynthia, *The Relatives Came*, 1993  
Torres, Leyla, *Liliana's Grandmothers*, 1998

#### Books about Origami

Boursin, Didier, *Origami Paper Animals*, 2001  
Gleason, Katherine, *Paper Magic: The Art of Origami*, 1998  
Johnson, Anne Akers, *Origami*, 2003  
Kenneway, Eric, *Complete Origami/An A-Z of Facts and Folds, with Step-By-Step Instructions for Over 100 Projects*  
Kneissler, Irmgard, *Super Simple Origami*, 1999  
Montroll, John, *Easy Origami*  
Nakano, Dokuohtei, et al, *Easy Origami*, 1994  
Petty, David, *Origami 1-2-3*, 2001  
Sarasas, Claude, *The ABC's of Origami: Paper Folding for Children*, 2002  
Smolinski, Jill, et al, *Holiday Origami*  
Stevens, Clive, *Origami (Step by Step)*, 2004  
Tuttle, Charles E., *Complete Origami Kit for Children*, 1993  
Urton, Andrea, et al, *50 Nifty Origami Crafts*, 1999

#### Video/DVD

*The Bad News Bears Go To Japan*, Paramount Home Video, 2003  
*Barney: Families Are Special*, Lyons Group, 1995  
*Families of Japan*, Master Communication, 2001



*Origami for Kids!*, BFS Entertainment And Multimedia,  
1999

*Sesame Street—Big Bird in Japan*, Sony Wonder, 1991

*Travelin' Tyke: Adventures in Japan*, 2003

### Internet Students

"Reading Rainbow," *Grandfather's Journey*,  
<<http://pbskids.org/readingrainbow/books/review/06b.html>>

"*Grandfather's Journey* learning activities," <<http://www.murrieta.k12.ca.us/alta/grade3/grandfather/spelling.html>>

"Virtual Tour of Ellis Island/immigration experience,"  
<<http://www.mhschool.com/student/reading/mhreading/activity.php3?story=92>>

"Tammy Yee's Origami Page,"  
<<http://www.tammyyee.com/origami.html>>

"Kids Web Japan," <<http://www.jinJapan.org/kidsweb/>>

### Teachers

"*Grandfather's Journey* teacher resources,"  
<<http://www.mcps.k12.md.us/curriculum/socialstudies/MBD/GrandfathersJourney.html>>

"Scholastic Teacher Resource Center,"  
<<http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/grandfatherjn.htm>>

## Vocabulary Test

Read the sentence and think about the meaning of the boldfaced (dark) word. Choose the answer that is the closest to the meaning of the boldfaced word. Put your answer in the space at the beginning of the sentence.

- \_\_\_\_ 1. "He **explored** North America by train and riverboat. ..."
- a. walk outside
  - b. travel through an area to learn more about it
  - c. show someone where something is
- \_\_\_\_ 2. "The Pacific Ocean **astonished** him."
- a. made sad
  - b. amazed or surprised
  - c. confused
- \_\_\_\_ 3. "But a war began. **Bombs** fell from the sky..."
- a. space materials
  - b. objects that float in thin air
  - c. objects that catch fire and explode
- \_\_\_\_ 4. "When land finally **appeared**, it was the New World."
- a. where people make their homes
  - b. grew larger
  - c. when someone can see something
- \_\_\_\_ 5. "The **endless** farm fields reminded him of the ocean he had crossed."
- a. very small
  - b. something that never seems to stop
  - c. pretty
- \_\_\_\_ 6. "He raised **warblers and silvereyes**, but he could not forget the mountains..."
- a. types of birds
  - b. sounds
  - c. names of people
- \_\_\_\_ 7. "Once again he **exchanged** stories and laughed with his old friends."
- a. went on a trip and brought souvenirs home
  - b. gave something and received something else in its place
  - c. taught someone a craft
- \_\_\_\_ 8. "He **marveled** at the towering mountains and rivers as clear as the sky."
- a. helped a friend
  - b. a small, hard, round ball
  - c. expressed wonderment
- \_\_\_\_ 9. "He **surrounded** himself with songbirds, but he could not forget."
- a. had things all around
  - b. walked on a long path
  - c. became very tired
- \_\_\_\_ 10. "Huge cities of factories and tall buildings **bewildered** and yet excited him."
- a. scared
  - b. confused (did not understand)
  - c. escaped just in time

## Comprehension Test A

### Part I: Multiple Choice

Choose the best answer for the question or blank in the sentence. Write the letter of the answer in the space provided.

- \_\_\_\_ 1. Who did the main character laugh with when he returned to Japan?  
a. his old friends  
b. his mother  
c. his teacher  
d. his storekeeper
- \_\_\_\_ 2. The grandfather from the story crossed which ocean?  
a. Atlantic  
b. Indian  
c. Pacific  
d. Arrowhead
- \_\_\_\_ 3. The endless farm fields the grandfather saw reminded him of  
a. sunlight  
b. the ocean  
c. a desert  
d. the clouds in the sky
- \_\_\_\_ 4. What was one of the reasons the grandfather returned to Japan the first time?  
a. to marry his sweetheart  
b. to get a car  
c. to buy a songbird  
d. to ride a train
- \_\_\_\_ 5. Of all the places the grandfather visited, he liked this one best.  
a. the ocean  
b. California  
c. the desert  
d. New York
- \_\_\_\_ 6. What did the grandfather think looked like enormous sculptures?  
a. the mountains  
b. the farm barns  
c. the desert rocks  
d. the steamships
- \_\_\_\_ 7. Why did the main character (the grandfather) buy a house outside of the Japanese village he grew up in?  
a. he loved the buildings  
b. he needed a job  
c. his village was full  
d. for his daughter
- \_\_\_\_ 8. What caused the city and the house of the grandfather to be destroyed?  
a. a big storm  
b. bombs from a war  
c. an enormous fire  
d. a long flood

## Grandfather's Journey Allen Say

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- \_\_\_ 9. While traveling from Japan to America, the grandfather did not see land for
- 2 months
  - 1 year
  - 3 weeks
  - 6 weeks
- \_\_\_ 10. Which of the following was NOT a way the book mentions that the grandfather traveled?
- train
  - steamship
  - bicycle
  - walking

### Part II: Matching

Write the letter of the best answer to the descriptions in the spaces provided. Each answer will only be used one time.

- |   |                      |
|---|----------------------|
| ___ 1. the grandfather liked this place best in America         | a. songbirds         |
| ___ 2. where the grandfather was born                           | b. America           |
| ___ 3. these surrounded the grandfather to remind him of Japan  | c. Japan             |
| ___ 4. the grandfather crossed this to reach America from Japan | d. the Pacific Ocean |
| ___ 5. where the grandfather visited                            | e. California        |

### Part III: True/False

Mark each of the following statements either T for true or F if any part is false.

- \_\_\_ 1. After the grandfather married his sweetheart, they returned to the new world (America).
- \_\_\_ 2. The narrator of the story is the main character's (grandfather's) son.
- \_\_\_ 3. The grandfather did not remember what Japan looked like when he was in America.
- \_\_\_ 4. This story has some of the parts of a historical narrative and a biography.
- \_\_\_ 5. When the grandfather traveled in America, he met many different kinds of people.
- \_\_\_ 6. The grandfather was excited by the factories and buildings in the large American cities.
- \_\_\_ 7. While in America, the grandfather never traveled by walking.
- \_\_\_ 8. After moving to America, the grandfather and his wife made their home near a desert.
- \_\_\_ 9. The narrator of the story (the grandson) never got to see America.
- \_\_\_ 10. At the conclusion of the story, the grandson started to feel the same way the grandfather had.

### Part IV: Essay

Use facts from the book along with your opinions to write the best answer for the questions.

1. Explain in your own words why you feel that *Grandfather's Journey* won a medal for its illustrations. What did you like about the pictures? What did you not like about the pictures? Which was your favorite picture, and why?
2. Why do you suppose the grandfather from the story felt lonely for one country when he was in the other? Have you ever felt lonely for a place you enjoy? Explain how your feelings might be related to the feelings of the grandfather.

## Comprehension Test B

### Part I: Multiple Choice

Choose the best answer for the question or the blank in the sentence. Write the letter of the answer in the space provided.

- \_\_\_\_ 1. Upon returning to Japan, the grandfather saw the \_\_\_\_\_ and rivers of his childhood.
- mountains
  - deserts
  - hillsides
  - songbirds
- \_\_\_\_ 2. The grandfather crossed the \_\_\_\_\_ to reach America from Japan.
- desert
  - Pacific Ocean
  - Atlantic Ocean
  - bridge
- \_\_\_\_ 3. On his journey to America he traveled by \_\_\_\_\_ and wore European clothes for the first time.
- walking
  - airplane
  - steamship
  - hot air balloon
- \_\_\_\_ 4. When he was small, the narrator's (grandson's) favorite weekend place to visit was \_\_\_\_\_.
- the ocean
  - his grandfather's house
  - a restaurant
  - the zoo
- \_\_\_\_ 5. What did the grandfather say were "clear as the sky"? \_\_\_\_\_
- rivers
  - icebergs
  - store windows
  - desert rocks
- \_\_\_\_ 6. After the grandfather's Japanese house was destroyed by the war, he returned to \_\_\_\_\_.
- America
  - the village where he grew up
  - the city
  - a farm
- \_\_\_\_ 7. What type of songbirds did the grandfather keep when he was in Japan?
- redbirds
  - mockingbirds
  - warblers
  - penguins
- \_\_\_\_ 8. Why did Allen Say most likely write *Grandfather's Journey*?
- he loved birds
  - he might feel the same way
  - he loved to travel
  - he drew well

## Grandfather's Journey Allen Say

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- \_\_\_ 9. The narrator says that he left home to see \_\_\_\_\_ for himself when he was nearly grown.
- a. California
  - b. his grandfather's village
  - c. Japan
  - d. the deserts
- \_\_\_ 10. What did the grandfather see that bewildered him but excited him in America?
- a. mountains
  - b. factories and buildings
  - c. oceans and birds
  - d. rivers and skies

### Part II: Matching

Write the letter of the best answer to the descriptions in the spaces provided. Each answer will be used only one time.

- |  |                    |
|--|--------------------|
| ___ 1. who the grandfather exchanged stories with in Japan           | a. Japan           |
| ___ 2. where the grandfather visited                                 | b. his daughter    |
| ___ 3. what caused the grandfather's Japanese home to be destroyed   | c. his old friends |
| ___ 4. where the grandfather was born                                | d. America         |
| ___ 5. who the grandfather made happy by moving to the Japanese city | e. a war           |

### Part III: True/False

Mark each of the following statements either T for true or F if any part is false.

- \_\_\_ 1. *Grandfather's Journey* won a Caldecott Medal for its illustrations.
- \_\_\_ 2. The grandfather rode a bicycle to travel around and visit different parts of America.
- \_\_\_ 3. Of all the places the grandfather visited, he loved California the best.
- \_\_\_ 4. *Grandfather's Journey* has some parts of a biography and a historical narrative.
- \_\_\_ 5. At the conclusion of the story, the grandfather longed to see America but never did.
- \_\_\_ 6. The narrator is the grandfather's son.
- \_\_\_ 7. It took the grandfather a whole year to reach America from Japan.
- \_\_\_ 8. The grandfather returned to Japan the first time to marry his childhood sweetheart.
- \_\_\_ 9. Songbirds reminded the grandfather of his homeland of Japan while he was in America.
- \_\_\_ 10. At the end of the story, the narrator did not understand how the grandfather could love two places.

### Part IV: Essay

Use facts from the book along with your opinions to write the best answer for the questions.

1. Write a critical review of *Grandfather's Journey*. Mention parts of the book that you liked, and parts that you think could have been better. Give your overall opinion of the book, and make sure to give lots of specific examples.
2. Describe the relationship between the main character of the story and the narrator. Why do you suppose the author, Allen Say, decided to use characters that were related? Do you think this was good or bad? Why?

## Answer Key

### Vocabulary Test

1. b
2. b
3. c
4. c
5. b
6. a
7. b
8. c
9. a
10. b

### Comprehension Test A

#### Part I: Multiple Choice

- |      |       |
|------|-------|
| 1. a | 6. c  |
| 2. c | 7. d  |
| 3. b | 8. b  |
| 4. a | 9. c  |
| 5. b | 10. c |

#### Part II: Matching

1. e
2. c
3. a
4. d
5. b

#### Part III: True/False

- |      |       |
|------|-------|
| 1. T | 6. T  |
| 2. F | 7. F  |
| 3. F | 8. F  |
| 4. T | 9. F  |
| 5. T | 10. T |

#### Part IV: Essay

1. Answers will vary. Award credit if the answer reflects a basis for the opinion and specific examples from the story.
2. Answers are opinion-based, and will therefore vary. Award credit for a plausible explanation and a related personal experience.

### Comprehension Test B

#### Part I: Multiple Choice

- |      |       |
|------|-------|
| 1. a | 6. b  |
| 2. b | 7. c  |
| 3. c | 8. b  |
| 4. b | 9. a  |
| 5. a | 10. b |

#### Part II: Matching

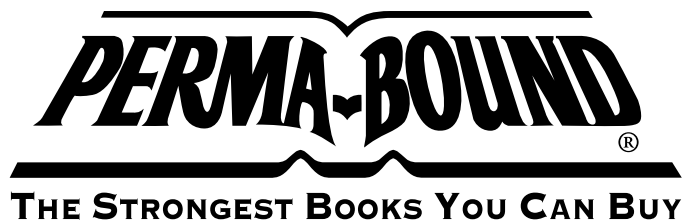
1. c
2. d
3. e
4. a
5. b

#### Part III: True/False

- |      |       |
|------|-------|
| 1. T | 6. F  |
| 2. F | 7. F  |
| 3. T | 8. T  |
| 4. T | 9. T  |
| 5. T | 10. F |

#### Part IV: Essay

1. Answers will vary. Students should provide at least two specific examples for each good thing and each thing they would change. They should also show comprehension of the main ideas of the story.
2. Answers will vary. Students should be able to describe that the narrator was the main character's grandson. They should give some opinion about how they feel about the approach Allen Say used and then back up their opinion with details.



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