

UNDER THE BLOOD-RED SUN

LIVING LITERATURE SERIES

GRAHAM SALISBURY

A PERMA-BOUND PRODUCTION

TEACHER'S GUIDE

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SYNOPSIS

Chap. 1 It is September 1941. The narrator, an eighth-grade Japanese-American boy named Tomikazu Nakaji, lives on Oahu, Hawaii, with his mother, father, grandfather and five-year old sister Kimi. Although America is not yet directly involved in the war in Asia and Europe, everyone is very aware of the conflict. As a result, Tomi is horrified when his grandfather decides to hang his large Japanese flag outside. With anti-Japanese sentiment high, no one wants to call attention to his Asian heritage. Grandpa is difficult to deal with because he has been unable to work with his son, Tomi's father, as a fisherman since his stroke. Tomi, his friend Billy, and Mama convince Grandpa to take the flag down. Tomi and Billy catch a glimpse of Keet Wilson, a bully who had once been friends with Tomi.

Chap. 2 Keet slaps the coop where Papa keeps his racing pigeons. Tomi wants to punch Keet for his disrespect, but he remembers what Papa has always taught him: "Don't cause trouble and bring shame to the Nakaji name." Tomi is also afraid that if he causes trouble, the Wilsons would fire Mama and kick the family off their land. Keet releases the pigeons.

Tomi recalls a fight with Keet over a knife. Mama had made Tomi understand the importance of keeping his family name respected. "Nakaji," Mama had said, "must always be a good name."

Chap. 3 Tomi and Billy meet up with Mose and Rico Corteles, their friends and fellow baseball teammates. They call their team the "Rats." Billy, an excellent pitcher, dreams of playing on the New York Yankees. Tomi realizes that Mose, Rico, and Billy are all loyal friends. The boys often play the Kaka'ako Boys, tough young men who live in the rough part of town. In class, the boys discuss the war and all the ships and guns at the docks.

Chap. 4 Back home, Tomi plays with his dog Lucky and thinks how Billy's home is much grander than his family's shack. Feeling ashamed, Tomi realizes he has never had Billy in his home. Tomi recalls the family's prized *katana* (samurai sword) that represents their heritage.

Tomi also recalls that Mama had been a Japanese "picture bride," betrothed to a stranger after he saw her picture. But when she arrived in Hawaii, her fiancée had been killed in a gambling fight. Papa heard about her plight and he married her. They have a strong and loving marriage and Mama is grateful for his kindness.

Chap. 5 A few weeks later, Papa allows Tomi and Billy to accompany him and his helper Sanji on an overnight fishing trip. Sanji, a strong and honest nineteen-year-old, is married and has a three-year-old daughter. The small boat has no shelter. Papa has a brutally hard life, but he is grateful that he can earn a living for his family in a land of freedom and opportunity.

Chap. 6 As the men catch flying fish, Tomi and Billy catch two huge tuna. Sanji greatly admires Billy's endurance. The boys sleep on the open deck and the next morning, head to shore. Papa sells the entire catch, except for Billy's huge tuna, which he shares with Billy's family, Sanji, the Wilsons, and his own family.

Chap. 7 Charlie, a friend of Grandpa's, has a radio, so Tomi and Billy gather there to listen to the World Series. After the game, Tomi thinks about how his mother, father, and grandfather are not allowed to be American citizens because they were born abroad.

Chap. 8 Toward the end of October, Tomi and Billy meet Mr. Wilson driving in a beautiful new Cadillac. Mr. Wilson leans out of the car and threatens Tomi, saying, "You tell your father I don't want to see anymore of that Jap crap around my place." Frightened and confused, Tomi and Billy walk to Tomi's house. There, they see Grandpa singing the Japanese national anthem and waving his Japanese flag back and forth. Tomi convinces his grandfather to put the flag down. Inside, Tomi reads the newspaper to Mama and learns that a German submarine has sunk a U.S. warship.

Lucky has her puppies. Even though Grandpa had threatened to drown the puppies, he builds an enclosure for them so they will be safe.

Chap. 9 After school, the boys play baseball with the Kaka'ako Boys and the Butcher, a huge teenager.

Chap. 10 A few days later, Tomi hears Mr. Wilson cruelly yelling at Keet for shooting a hole through the window of his new car.

On December 7, Tomi and Billy are playing baseball when they see the Japanese planes attack Pearl Harbor. Grandpa runs out of the bushes, waving his Japanese flag at the planes. Tomi and Billy get Grandpa under cover and grab the flag. The family buries their flag, shrine, and photograph of the emperor.

Chap. 11 Soldiers come to Tomi's house, responding to rumors that someone was signaling the attacking Japanese planes. Billy lies to the soldiers by denying that he saw anyone wave a flag.

Chap. 12 Next morning, more soldiers arrive, responding to reports that the family keeps messenger pigeons. Even though Tomi explains that the pigeons are not being used to send messages to the Japanese, the soldiers force him and Grandpa to kill all the birds. When Grandpa reassures the soldiers that he and his family are loyal Americans, Tomi is astonished, because Grandpa had always taken such pride in his Japanese identity.

Tomi and Mama go shopping and the other customers refuse to stand next to them. Tomi begins to realize the depth of anti-Japanese sentiment they now face.

Chap. 13 Charlie tells the family that America has declared war on Japan. Japanese fishermen in Hawaii are suspected of having taken fuel to Japanese submarines in

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the harbor. Any boat coming into the harbor that is not flying an American flag will be shot and sunk. The family learns that Papa has been jailed and his boat destroyed.

Chap. 14 After some coolness between Billy and Tomi is smoothed over, Tomi explains what has happened to Papa. Everyone is issued an ID card for protection.

Chap. 15 The Japanese fishermen have been taken to Sand Island. Grandpa buries his samurai sword because his people have brought dishonor to the family.

Chap. 16 Tomi, Billy, and Mama visit Sanji's widow. Billy gives his binoculars to Sanji's little girl, Reiko. Mama is very impressed with Billy's kindness and generosity.

Chap. 17 In a daring raid, Tomi swims across the harbor to reach his father on Sand Island. Papa looks terrible: haggard, weak, and injured. They do not speak, but Tomi is reassured that Papa is alive. Tomi swims back, falls asleep, and is awakened by a kick.

Chap. 18 After verifying that Tomi is not a spy, the guard kindly drives him home. The next day, Tomi at last shows Billy his room. Predictably, Billy ignores the poverty and compliments Tomi on his crate shelves. The boys play baseball.

Chap. 19 The boys play a long game of baseball.

Chap. 20 Mama finds a five-gallon can of kerosene outside their door, a gift from Billy's father. She is astonished at their generosity, for kerosene is almost unobtainable. They take some to Sanji's house. Papa is sent to the mainland. Mama reveals that Billy's family spoke to the Wilsons on their behalf, and the Wilsons agreed to give Mama back her job as a maid. Even Mrs. Wilson has shown some kindness, bringing over meat.

Chap. 21 FBI agents take Grandpa away, suspecting that he is a Japanese spy. Keet attacks Tomi but they resolve the conflict when Tomi refuses to back down.

Chap. 22 Papa sends a postcard from a Japanese internment camp in Crystal City, Texas, reassuring the family that he is fine. Grandpa's whereabouts are unknown.

Epilogue In 1945, after the war ended, the interned Japanese were allowed to return to Hawaii, but most had lost their homes and livelihood. Not a single Japanese in Hawaii was ever convicted of espionage or sabotage against America; in fact, thousands of Hawaiian Japanese fought for their new homeland in World War II.

TIME LINE

1939 Sept. 1	Germany invades Poland.
1941	
Oct. 30-31	German submarine sinks the destroyer USS <i>Reuben James</i> .
7:02 am	Radar station operators sight Japanese planes 132 miles northeast
7:20 am	Lt. Tyler dismisses radar sightings as B-17s due from California
7:25 am	Commander informed of Ward's attack on sub, but no action taken
7:33 am	Marshall's warning received at Western Union office in Honolulu
7:49 am	Fuchida radios his planes to attack with "To To To" code for "charge"
7:53 am	Fuchida prematurely radios "Tora Tora Tora" code ("tiger") that the surprise attack on Pearl was successful
7:55 am	1st wave of 183 Japanese planes led by Fuchida attack Pearl from NW

9:00 am Second wave of 167 Japanese planes led by Shimazaki attack Pearl from NE

9:45 am Of the 96 American ships in harbor, 18 sunk or seriously damaged

BIOGRAPHICAL SKETCH

Although *Under the Blood-Red Sun* is set in Hawaii, Graham Salisbury was born April 11, 1944, on the mainland—in Philadelphia, Pennsylvania—but was raised in Hawaii. Salisbury no doubt drew much of the inspiration for *Under the Blood-Red Sun* from his father as well as his childhood home, for Henry Forester Graham was an officer in the U.S. Navy.

Salisbury earned his undergraduate degree with honors from California State University at Northridge in 1974. Sixteen years later, he earned his Masters of Fine Arts from Vermont College of Norwich University.

Salisbury has had an interesting life, working as a deckhand, glass-bottom boat skipper, singer-songwriter, graphic artist, and teacher. In addition to writing children's books, Salisbury is currently managing an historic office building in downtown Portland, Oregon, where he now lives.

Graham Salisbury commented: "Embarrassing as it is to admit, especially to fellow writers, I didn't read until I was a little past thirty. Sure, I escaped with Edgar Rice Burroughs and Louis L'Amour a couple of times, and I read the required *Iliad* and *Odyssey* in high school, but I didn't read of my own choice until my first son was born."

He credits Alex Haley's *Roots* with changing his life forever. Once he read that book, he loved it so much that he wanted to read another, and another . . . and another. Salisbury became an avid and insatiable reader.

This exposure to well-written books sparked in Salisbury a desire to create his own writing. "Maybe that's how we all come to this art—a desire to create those fantastic worlds and passionate feelings we got when reading something wonderful," he notes. "I started writing memory pieces. Eventually I found myself stretching my stories, bending the truth, twisting the realities, and surprising myself by the ease with which I could lie. Simply by stumbling in and writing lies, I discovered that writing fiction was what I enjoyed most."

Salisbury has some solid advice to aspiring writers: "Write what you know" is good advice, but "write what you feel" is better. I was raised in the Hawaiian Islands, a setting I know and a setting I love . . . I was also raised—for the most part—without a father, and I have some big holes in my life because of it. I'm reminded of these holes constantly, nearly every day of my life. It's no surprise that I write a lot about relationships, especially family relationships, I guess because they're so important to me. If a writer can discover what is important to him or her, then that writer will have discovered the things he or she has to write about. That's why I say, write what you feel."

CRITIC'S CORNER

Under the Blood-Red Sun has received many of the most prestigious awards for young adult fiction, including an ALA Notable Book, an ALA Best Book for Young Adults, and a Booklist Editors' Choice.

Reviewing *Under the Blood-Red Sun* for *Booklist*, Frances Bradburn noted: "Salisbury captures the dilemma of the Japanese who lived in Hawaii during World War II through the narrator, Tomi, born in Hawaii, and his Japanese parents, who had escaped the poverty of Japan, only to find them-

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selves enmeshed in a war they are unprepared to fight. ...The action-packed novel focuses on the Japanese American perspective during World War II; yet, there are few real villains here. The author subtly reveals the natural suspicions of the Americans and the equally natural bewilderment of the Japanese immigrants when they suddenly become the personification of the enemy. It is a tribute to the writer's craft that, though there are no easy answers in the story, there is empathy for both cultures."

The *Horn Book* review was equally positive: "For Tomikazu Nakaji, growing up on Oahu, Hawaii, means fishing, playing baseball, and going to school. When the Japanese bomb Pearl Harbor, though, his world is shattered. Papa and Grandpa are arrested, and Tomi and his mother must struggle to preserve the dignity of the Nakaji name. Rich in historical detail, the book achieves moments of striking clarity as it explores issues of responsibility, blame, and identity."

OTHER BOOKS BY THE AUTHOR

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GENERAL OBJECTIVES

1. To analyze the nature of prejudice
2. To assess the effect of war on people's lives
3. To recognize the themes of loyalty and togetherness
4. To appreciate the power of friendship
5. To understand the novel's title
6. To explore the ways kindness can be shown
7. To find examples of bravery and courage under fire
8. To understand heroism
9. To describe the novel's mood or atmosphere
10. To predict what the future holds for Tomi and his family

SPECIFIC OBJECTIVES

1. To assess the damage caused by the Japanese attack on Pearl Harbor
2. To probe the relationship between the whites and Japanese-Americans during World War II
3. To understand how much Billy's friendship means to Tomi
4. To see how baseball is the glue that binds the boys together
5. To explore why Japanese-Americans were placed in internment camps during World War II
6. To look into the relationship between Tomi and his grandfather

7. To understand the novel's symbols, especially the pigeons, flag, and sword
8. To compare and contrast Keet and Billy, the Wilson and the Davis families
9. To grasp the fear engendered by World War II
10. To explore why "saving face" is so important to Tomi's father and grandfather

LITERARY TERMS AND APPLICATIONS

For a better understanding of Graham Salisbury's style, present the following terms and applications to the novel:

Dialect is the way people speak in a certain region or area. In a dialect, certain words are spelled and pronounced differently. Writers use dialects to describe their characters and setting more fully. Salisbury sprinkles his text with Japanese and Hawaiian dialect to help readers become part of the action and setting. For example, Salisbury describes Billy as *haole*, the Hawaiian term for white. In a similar way, Grandpa yells in Japanese when he gets excited, screaming *Oji-chan* when he flies his Japanese flag.

Figurative Language uses words in fresh, new ways to appeal to the imagination. Figures of speech include *similes*, *metaphors*, *extended metaphors*, *hyperbole*, and *personification*. In *Under the Blood-Red Sun*, Salisbury uses many similes and metaphors to create a poetic and vivid style. Some of these include "Grandpa stood in front of his flag like a fisherman showing off a big one" and "His face turned red and his lips bridged into a fish-scowl."

Symbol is a person, place, or object that represents an abstract idea. For example, a dove may symbolize peace or a rose may symbolize love. In *Under the Blood-Red Sun*, pigeons symbolize innocent victims and the Japanese samurai sword symbolizes heritage.

SETTING

At approximately 8:00 A.M., Sunday morning, December 7, 1941, Japanese submarines and carrier-based planes attacked the U.S. Pacific fleet at Pearl Harbor and nearby military airfields. Admiral Isoroku Yamamoto, the architect of the surprise attack, had ordered Commander Mitsuo Fuchida to attack with 353 aircraft.

The attack was devastating: eight American battleships and ten other naval vessels were sunk or badly damaged, almost 200 American aircraft were destroyed. The human toll was tragic: 2,403 Americans were killed and 1,178 wounded. Twenty-nine Japanese aircraft were shot down by ground fire and pilots. The attack marked the formal entrance of the United States into World War II (1939-1945).

The USS *Arizona* National Memorial in Pearl Harbor commemorates the Americans who died in the attack. There 1,177 men rest at the bottom of the harbor, encased in the *Arizona's* rusty hull. Oil still bubbles to the top from her rusty hull.

Lt. Ruth Erickson was a nurse at Naval Hospital Pearl Harbor during the attack. Her memories of that fateful day have been recorded by the Bureau of Medicine and Surgery. She said:

"Two or three of us were sitting in the dining room Sunday morning. Suddenly we heard planes roaring overhead and we said, 'The 'fly boys' are really busy at Ford Island this morning.' We no sooner got those words out when we started to hear noises that were foreign to us. There was a plane flying directly over the top of our quarters, a one-story structure.

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The rising sun under the wing of the plane denoted the enemy. Had I known the pilot, one could almost see his features around his goggles. He was obviously saving his ammunition for the ships. Just down the row, all the ships were sitting there.

My heart was racing, the telephone was ringing, the chief nurse was saying, 'Girls, get into your uniforms at once. This is the real thing!' It was getting dusky, almost like evening. Smoke was rising from burning ships....

Then the burned patients streamed in. The USS *Nevada* had managed some steam and attempted to get out of the channel. They were unable to make it and went aground right near the hospital. There was heavy oil on the water and the men dived off the ship and swam through these waters to Hospital Point, not too great a distance, but when one is burned... How they ever managed, I'll never know."

CROSS-CURRICULAR SOURCES

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<www.surfpac.navy.mil/shipsnav/pearl/pearlhme.htm>

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Japanese Americans (Schlessinger Video Productions, 1993)

Tora, Tora, Tora (1971)

THEMES AND MOTIFS

A study of the central issues and situations in Graham Salisbury's *Under the Blood-Red Sun* should include these aspects:

Themes

- betrayal
- bravery
- death
- family love
- fear and terror
- friendship
- heritage
- loyalty
- survival
- war

Motifs

- baseball as a link between generations
- the importance of honest labor
- the significance of self-respect
- the reasons for being self-sufficient
- why we must cooperate and help others
- reasons for sharing, no matter how little you have
- showing grace under pressure
- how easily misunderstandings occur
- cultural conflicts
- random acts of kindness

MEANING STUDY

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each. Chapter and page numbers indicate the context from which the item is taken.

1. One by one the pigeons burst through the door and swooped up, dipping and rising, filling the clearing above the field. All seventeen of Papa's racers disappeared over the trees in less than a minute. (Chap. 2, p. 10) (*This symbolic passage foreshadows the changes the family will experience, as Tomi discovers through the loss of his father and grandfather that what you cherish can vanish in an instant.*)
2. "Tomikazu, we are Americans, it is true...but inside we are also Japanese. I don't care how angry you get, you

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cannot fight. You must learn *gammon* — patience. You cannot be a troublemaker and bring shame on this family. (Chap. 2, p. 14).

(Furious that Tomi has made trouble, Papa explains that Tomi must respect his Japanese heritage and refrain from doing anything that could bring shame to the family. There is no excuse for fighting, because it will cause the family to "lose face" and be disgraced.)

3. But the thing about Mose and Rico, and Billy, too, was that they would stand by you no matter what. That was what the Rats were all about. Those guys were like brothers. (Chap. 3, p. 19).

(Tomi is a good judge of character: his friends do indeed remain loyal to him through his darkest hours. This friendship becomes crucial to the family's survival when Papa is taken away and Mama loses her job as the Wilson's maid. It is his friends' loyalty — and the help that Billy Davis' family provides — that helps Tomi's family withstand their hardships.)

5. Under my bed, wrapped in a silky *furoshiki* scarf and a burlap bag, was Grandpa's treasure — the family *katana*, or samurai sword. ... If I ever became worthy, Grandpa said, he would pass it down to me. (Chap. 4, p. 30)

(The sword is sacred to the family because it embodies all their traditions. As the novel progresses, Tomi realizes the rich heritage he has inherited. But a sword is two-edged, as Tomi comes to realize: on one side, it represents the exalted Japanese warrior class of his past; on the other, the hatred that he must grapple with in Pearl Harbor in 1941.)

6. "You tell your father I don't want to see any more of that Jap crap around my place ...you understand?" (Chap. 8, p. 78)

(The cruel phrase "Jap crap" summarizes the prejudice the Japanese-Americans faced in the wake of the Pearl Harbor attack and throughout the war. Mr. Wilson's tense threat is very real, as Tomi discovers when his father and grandfather are taken away.)

7. Huge, awful black clouds of smoke rolled up into the sky from Pearl Harbor. You could barely see the ships, which were lined in neat rows like chips of gray metal. (Chap. 10, p. 107)

(The Japanese attack on Pearl Harbor shocked America out of its isolationist stance and into the war. With over 3,000 Americans killed or injured, America could no longer ignore the war raging in Europe and Asia.)

8. I stood looking down at the silent line of bodies. They never had a chance. They just had to take it. (Chap. 12, p. 127)

(The dead pigeons Tomi describes here can be seen as the innocent people the Japanese killed as they attacked Pearl Harbor, soldiers and civilians alike who never suspected the sneak attack. On another level, the pigeons also symbolize the Japanese-Americans such as Tomi, Charlie, and Sanji who were victims of unreasonable prejudice.)

9. I stood back so he could see my room. "This is it." (Chap. 19, p. 189)

(Long ashamed of his family's humble circumstances, Tomi had refused to bring Billy into his house. As Billy remains a loyal friend, however, even lying to the authorities to protect Grandpa, Tomi realizes that he has

indeed found a true friend.)

10. "It means that if you tell anyone about this sword and someone takes it away from me because of what you said, I'm going to make you pay for it...and not in money."

Keet laughed again. "Yeah? You and whose army, shrimp?"...

I tapped my chest with the tip of my finger. "This one." (Chap. 21, p. 225)

(In the novel's climax, Tomi stands up to Keet without using violence. In so doing, Tomi stays true to his heritage but honors the American side of his character as well.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

Questions 1-5 (Literal Level)

1. When and where does the story take place? Why is the setting significant to the plot?
(The story takes place on the island of Oahu, Hawaii, from September 1941 to several months after the December 7th Japanese attack on Pearl Harbor. The epilogue takes the story into the future to explain what happened to the Japanese-Americans placed in internment camps as well as those who served in the Army. The setting is one of the turning points in America's history, our entrance into World War II.)
2. Who are Tomi's closest friends? How would you describe them?
(Tomi's closest friends are Billy Davis and Mose and Rico Corteles. Billy is a white child; Mose and Rico are of Portuguese extraction. Billy, Mose, and Rico are fine baseball players and true fans of the game. All three are intelligent, but not overly concerned with their studies. Most important of all to Tomi, all three are loyal and honorable young men who stick with him through all the hardships the family faces.)
3. How does Tomi behave when Pearl Harbor is bombed?
(Tomi helps his family cope with their situation. After his father is taken away, Tomi becomes the man of the family. He comforts his mother and sister; deals with his grandfather's fanatical and dangerous patriotism. He also goes about getting a job while still attending school and keeping his grades up. In sum, he behaves in a mature and admirable manner.)
4. In what ways do Billy Davis and his family help Tomi and his family?
(On a material level, they give the family kerosene, a very scarce commodity, as well as intercede with the Wilsons to get Mama reinstated as their maid. On a psychological level, they remain close friends, offering comfort and companionship.)
5. Where does Tomi's father go in the end of the novel? Why?
(Tomi's father is taken to an internment camp in Texas, where he will stay until the end of the war in 1945. It was thought that all Japanese-Americans, especially first generation people, were security risks.)

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Questions 6-8 (Interpretative Level)

- Who is the book's hero? Why?
(Students could argue that Papa is the book's hero because he withstands great injustice with dignity and forbearance. They could also point to Tomi, who assumes the mantle of maturity with astonishing grace under pressure for an eighth grader.)
- How do the Nakajis feel about their reputation? Why do they feel this way?
(They are enormously proud of their reputation and will go to any lengths to keep it pristine. They feel this way because their reputation is worthy of such dignity, as they are honest, upright, and hard-working people. They also take pride in their reputation because it is a key element in their Japanese culture.)
- What lessons does Tomi learn from his parents?
(He learns to be honest, decent, kind, hard-working, considerate, and fair. He learns that the world is not always a kind place, but you do your best to adapt to changing circumstances and help care for your family and those around you who require your assistance, such as Sanji's widow and child.)

Questions 9 and 10 (Critical Level)

- What do the pigeons and sword symbolize in the novel?
(The pigeons represent the innocent victims of the Japanese sneak attack on Pearl Harbor as well as the Japanese-Americans caught in a web of prejudice. The sword represents Grandpa's pride in his long, rich Japanese heritage.)
- What does the title mean? Argue that it does or does not fit the theme.
(The title refers to both the red sun on the Japanese flag and the blood that flowed from that flag when its citizens attacked America. It is a very fitting title because it symbolically conveys the novel's themes of loyalty, betrayal, and tragedy.)

Questions 11-13 (Creative Level)

- Working with a small group of classmates, discuss some ways that you might have coped with Tomi's situation had you been in his place.
- Explain what motivated Keet Wilson's great cruelty toward Tomi, including his threats, shots, and betrayal to the authorities. How do you think Tomi should have dealt with Keet?

ACROSS THE CURRICULUM

Art and Music

- Construct a diorama showing Tomi's house and yard. Include the family's shrine, stove, Tomi's bed and crates as well as the dog pen and chicken coop.
- Shortly after the attack on December 7, 1941, Don Reid and Sammy Kaye wrote the first World War II patriotic song, "Remember Pearl Harbor." Obtain a copy of the song and play or sing it for the class.
- Another tremendously popular song at the time was "Praise The Lord and Pass the Ammunition." Find out how this song got its name and share the song with the class.

Foreign Language

- Make a glossary or dictionary of the Japanese and Hawaiian words that Graham Salisbury includes in

Under the Blood-Red Sun.

- List some idioms that Tomi's father will need to learn when he lives in Texas.

History and Social Studies

- In addition to bombing Pearl Harbor, the Japanese attacked Hong Kong, Guam, the Philippine Islands, Wake Island, and Midway Island. Locate each of these places on a world map and explain why they would be Japanese targets during World War II.
- Create a map showing the division of countries before and after World War II.
- Make a timeline showing the key events in World War II.
- Approximately 100 ships of the U.S. Navy were present in Pearl Harbor on the morning of December 7, 1941. Select any one of these ships and report on what happened to it that day.
- Create a website for resources about World War II, focusing on Pearl Harbor.
- Find out more about the samurai. Who were they? What did they represent in ancient Japan? In modern Japan?
- Speak to someone who lived through World War II and create an oral history of their experiences and memories of the time. After you share the oral history with the class, place it in the school or community library.
- As *Under the Blood-Red Sun* describes, most Japanese-Americans were placed in internment camps during the war. Find out more about this issue. How many Japanese were interned? Where were the camps? Under what conditions did the people live? What happened to them upon their release? Share your findings in a report.
- Tomi, Billy, and their friends are passionately involved with baseball. Create a poster showing how baseball is played.
- Report on the 1941 World Series. Who were the most important players? What was the outcome of the series?

Mathematics

- Which war in America's past resulted in the greatest number of casualties? Construct a bar graph showing the number of fatalities in the Revolutionary War, Civil War, World War I, World War II, and the Vietnam War. You can find statistics in a world almanac, encyclopedia, or history text.
- Using the web, find out how many people visit the Battleship Arizona shrine at Pearl Harbor every year. Show your results on a chart.
- Create a chart showing the average temperature and rainfall in Hawaii as compared to your region.

Language Arts

- Writing as Tomi's sister Kimi, create several journal entries to describe your feelings about what has happened to you and your family.
- Recast one chapter in the novel from another character's point of view, such as Grandpa's, Keet's, or Mama's.
- Explain what baseball symbolizes in the novel. Why did the author not use another sport, such as football, tennis, or soccer?

Science and Health

- Tomi and his family keep chickens. Explain in a short speech how to raise chickens.
- Tomi's family eats a very different diet from Billy's family.

UNDER THE BLOOD-RED SUN

Find out more about Japanese foods and explain how they promote a healthful lifestyle.

3. Report on racing and messenger pigeons. Are they still being used for these purposes? If so, where and how?

Social Studies

1. Speak to someone who lived through World War II and create an oral history of their experiences and memories of the time. After you share the oral history with the class, place it in the school or community library.
2. As *Under the Blood-Red Sun* describes, most Japanese-Americans were placed in internment camps during the war. Find out more about this issue. How many Japanese were interned? Where were the camps? Under what conditions did the people live? What happened to them upon their release? Share your findings in a report.
3. Tomi, Billy, and their friends are passionately involved with baseball. Create a poster showing how baseball is played.
4. Report on the 1941 World Series. Who were the most important players? What was the outcome of the series?

Speech

1. On December 8, 1941, President Franklin D. Roosevelt formally asked Congress to declare war on Japan. In his famous speech, Roosevelt said: "Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan." Locate the entire speech and deliver it to the class. (Note: The speech can be found in William Safire's *Lend Me Your Ears: Great Speeches in History*. New York: Norton, 1992).
2. Working with a friend, improvise a dialogue between Tomi and Billy five years after the incidents described in the novel.

STUDENT INVOLVEMENT ACTIVITIES

1. The samurai sword has great meaning to Tomi and his family because it represents their heritage. Select an item from your family treasures (real or imagined) and explain its significance to the people you love.
2. According to Graham Salisbury: "The important thing for me to understand as a writer for young readers is that though the world has changed, the basic needs of young people haven't. There are many, many kids out there with holes in their lives that they desperately want to fill." Explain what he means by this comment and then describe some of the gaps in their lives that young people today need filled.
3. Write a radio news report on the bombing of Pearl Harbor.
4. Using scenes from the novel, create a mural that shows its main themes.
5. Lead a debate about the internment of Japanese-Americans during World War II. Argue that these people did or did not pose legitimate security risks.

ALTERNATE ASSESSMENT

1. List examples of parent-child misunderstanding arising from years of difficulties and confusion about family customs.
2. Compile a list of actions that demonstrate how Tomi is both an obedient son and rebel.

3. Compose a scene in which Tomi's Papa returns home after World War II ends.

UNDER THE BLOOD-RED SUN

VOCABULARY TEST

Fill in each blank in the sentences that follow with an appropriate word from the list below. Place your answer in the blank provided. You will have answers left over when you finish:

abrupt	esteem	lounging	rivets
atoll	glared	mallet	shrapnel
banked	horde	nudged	slouched
chauffeur	hysterically	queasy	slurping
convoy	immigrant	quizzically	subsided
elegant	impending	relented	wring

1. Usually, my friend Billy Davis and I thought it was pretty funny when he did something strange like that—like laugh _____ at Laurel and Hardy movies.
2. His cruel eyes said that he wanted to _____ my neck.
3. But then, Grandpa was an *issei*, first-generation Japanese _____.
4. Keet _____ at him, his eyes narrow little slits.
5. The two of them _____ off into the trees like a couple of sailors.
6. Mose and Rico were _____ on the grass like a couple of lizards.
7. "How much you and that *haole* pay the _____ to drive you in that limousine?"
8. After a few minutes, Rico _____ him.
9. A few minutes before the attack, the boys felt a sense of _____ doom, as though something terrible was about to happen.
10. The heavy rain _____ and finally ceased after an hour.
11. You could see long lines of green trucks, driving in a _____ as they raised dust on the road.
12. He was short and had big muscles, and was held in high _____ because of his skill as a pitcher.
13. The shrine was very _____, with its gold trim and red velvet interior.
14. I just hoped he wouldn't start _____ his tea in front of Billy, making that watery noise.
15. Papa brought the hardwood _____ down on the fish's head, killing him instantly.
16. I felt kind of _____ and sick to my stomach.
17. The fighter turned and _____ suddenly.
18. The sudden, _____ movement knocked the wind out of me.
19. It was so close you could see the _____ on the wings and the red sun.
20. You may be instantly killed or injured by _____ falling from bombs.

UNDER THE BLOOD-RED SUN

COMPREHENSION TEST A

Part I: Matching (20 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left.

- | | | |
|-----|---|----------------|
| ___ | 1. Tomi's dog, who gives birth to puppies | A. Rico |
| ___ | 2. Papa's helper on the boat, a 19-year-old father | B. Kimi |
| ___ | 3. Tomi's favorite teacher | C. Billy |
| ___ | 4. yells at his son for breaking a window in his new Cadillac | D. Taiyo Maru |
| ___ | 5. A young Portuguese man who is Mose's cousin | E. Sanji |
| ___ | 6. Tomi's five-year old sister | F. Lucky |
| ___ | 7. Papa's fishing boat | G. Azuki Bean |
| ___ | 8. Gives Tomi's family some meat | H. Mr. Ramos |
| ___ | 9. One of Lucky's puppies | I. Mr. Wilson |
| ___ | 10. Lands a huge fish all alone. | J. Mrs. Wilson |

Part II: True/False (20 points)

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

- ___ 1. Since Billy is very poor, he has never invited Tomi into his house.
- ___ 2. Every member of Tomi's family is an American citizen because they were all born in Hawaii.
- ___ 3. Mr. Ramos is Mose's and Rico's uncle.
- ___ 4. The boys listen to the World's Series on Charlie's radio.
- ___ 5. Tomi's family's most prized possession is the family *katana* or samurai sword.
- ___ 6. Sanji saves all his money to buy a pair of binoculars to use to spot oncoming planes.
- ___ 7. Billy isn't a very good pitcher, but he practices a lot and hopes to improve.
- ___ 8. After the Japanese attack on Pearl Harbor, the authorities decide to shoot any boat that comes into the harbor not flying a U.S. flag.
- ___ 9. Mama, a "picture bride," was engaged to Papa in Japan.
- ___ 10. Tomi realizes that Mose, Rico, and Billy are all loyal friends.

UNDER THE BLOOD-RED SUN

Part III: Motivation (30 points)

Complete each line below with a reason or explanation.

1. In the first chapter, Grandpa flies the Japanese flag because

2. In the second chapter, Mama and Papa insist that Tomi *not* fight back against bullies because

3. Mr. Ramos is no longer a lawyer because

4. After the attack on Pearl Harbor, Kimi stays inside because

5. Papa's boat is sunk because

6. Papa is taken to Sand Island because

7. When the Japanese planes attack Pearl Harbor, Grandpa flies the Japanese flag because

8. Billy and Tomi bury all the family's Japanese possessions because

9. You can infer that Keet is cruel because

10. Tomi swims across the harbor in the pounding rain because

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. How does Mr. Davis react to the situation in Tomi's house after the bombing? What does this reveal about his character?
2. Which characters do you find most admirable? Why?
3. Describe how Tomi tries to take care of his family.
4. Summarize what you learned about World War II from the novel.

UNDER THE BLOOD-RED SUN

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

Underline a word or phrase from the list below to complete each of the following statements.

1. (Mose and Rico, Billy Davis and Tomi) look like lazy bums or troublemakers, but they work hard in school and are pretty smart.
2. (Kimi, Mama) is terrified by the bombing and refuses to leave the house even after it has ended.
3. Keet tells the authorities about the family's (illegal tuna fishing and kerosene theft, pigeons and Japanese flag).
4. Tomi's grandfather is close friends with (the Wilsons, Charlie).
5. Billy wants to be a (pitcher for the NY Yankees, flier for the Air Force).
6. Mr. Wilson buys a new (luxury boat, Cadillac).
7. Tomi decides to do his school report on (volcanoes, pigeons) .
8. (Rico, Billy) gives his binoculars to Sanji's young daughter.
9. Tomi's mother brings (tuna fish, kerosene) to Sanji's wife.
10. After he is taken to Texas, Papa sends the family (a postcard, some money).

Part II: Matching (30 points)

Match the following quotations with names of characters from the list below. Place the letter of your response in the blank provided at left.

- | | | |
|-----|---|----------------|
| ___ | 1. Tomi's best friend, a <i>haole</i> | A. Rico |
| ___ | 2. young married fisherman with a three-year-old daughter | B. Kimi |
| ___ | 3. idealistic young teacher | C. Billy |
| ___ | 4. Tomi's dog | D. Taiyo Maru |
| ___ | 5. Portuguese teenager with whom Tomi plays baseball | E. Sanji |
| ___ | 6. woman for whom Tomi's mother works as a maid | F. Lucky |
| ___ | 7. man who threatens Tomi when he sees Grandpa flying the Japanese flag | G. Azuki Bean |
| ___ | 8. Kimi's favorite puppy | H. Mr. Ramos |
| ___ | 9. Tomi's five-year old sister | I. Mr. Wilson |
| ___ | 10. Papa's fishing boat | J. Mrs. Wilson |

Part III: Identification (20 points)

Briefly describe each and explain why it is important in the story.

1. the pigeons
2. Grandpa's Japanese flag
3. baseball
4. Sanji
5. the Japanese attack on Pearl Harbor

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Why does Tomi's family cherish their samurai sword? What does this suggest about their values?
2. Why does Mr. Davis relent and allow Billy to attend school the following year with Tomi rather than sending him to the all-white school as he had planned?
3. Describe how Tomi changes as he experiences the events described in the novel.
4. Trace the novel's plot. Include the rising action, climax, and resolution.

UNDER THE BLOOD-RED SUN

ANSWER KEY

VOCABULARY TEST

- | | | | |
|-----------------|--------------|--------------|--------------|
| 1. hysterically | 6. lounging | 11. convoy | 16. queasy |
| 2. wring | 7. chauffeur | 12. esteem | 17. banked |
| 3. immigrant | 8. nudged | 13. elegant | 18. abrupt |
| 4. glared | 9. impending | 14. slurping | 19. rivets |
| 5. slouched | 10. subsided | 15. mallet | 20. shrapnel |

COMPREHENSION TEST A

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. F | 6. B |
| 2. E | 7. D |
| 3. H | 8. J |
| 4. I | 9. G |
| 5. A | 10. C |

Part II: True/False (20 points)

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

Part III: Motivation (30 points)

1. he is proud of being Japanese.
2. they want him to maintain his dignity and protect the family's good name
3. he wants to help students by being a teacher
4. she is terrified that she will get killed in another attack
5. he was not flying an American flag
6. as a Japanese fisherman, he is suspected of being a Japanese spy
7. he feels it will protect the family
8. they want to be thought of as loyal Americans, not disloyal Japanese spies
9. he has been treated cruelly by his father
10. he wants to make sure that his father is alive and OK

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

- | | |
|-------------------------------|----------------|
| 1. Mose and Rico | 6. Cadillac |
| 2. Kimi | 7. pigeons |
| 3. pigeons and Japanese flag | 8. Billy |
| 4. Charlie | 9. kerosene |
| 5. pitcher for the NY Yankees | 10. a postcard |

Part II: Matching (30 points)

- | | |
|------|-------|
| 1. C | 6. J |
| 2. E | 7. I |
| 3. H | 8. G |
| 4. F | 9. B |
| 5. A | 10. D |

Part III: Identification (20 points)

1. Papa's hobby; come to symbolize all the innocent victims of the Japanese attack.
2. symbolizes Grandpa's pride in his heritage
3. symbolizes America; helps unify the boys and give them a common obsession
4. symbolizes goodness, kindness, and the needless waste of war
5. caused America's entry into World War II

Part IV: Essay (30 points)

Answers will vary.



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