



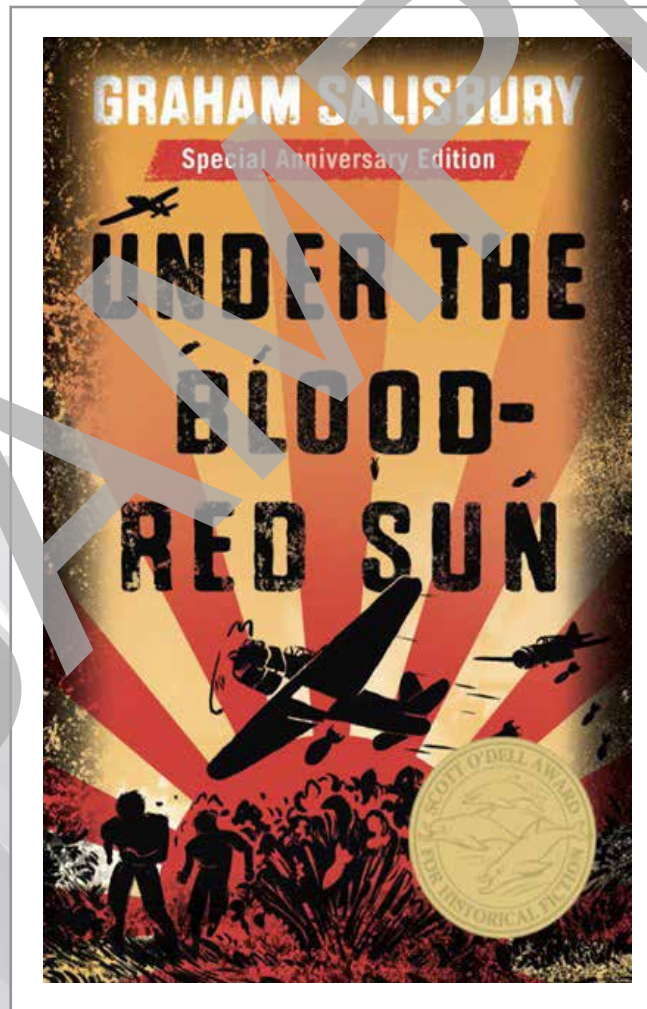
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **Under the Blood-Red Sun**

Graham Salisbury



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Under the Blood-Red Sun

Graham Salisbury

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Thinking

Comparing, evaluating, analyzing details, differentiating between fact and opinion, discerning the motivation of a story character

### Comprehension

Predicting, comparing, story mapping, defining, sequencing, describing, point of view, character motivation

### Literary Elements

Character analysis, setting, plot, figurative language, suspense, similes, synonyms, antonyms, opinions, personification, foreshadowing

### Vocabulary

Target words, target word maps, use and effectiveness of words, synonyms, word comparisons, sorting, root/base words

### Listening/Speaking

Participation in discussions, role-play, participation in dramatic activities, defending opinions, describing

### Writing

Research, short paragraphs, captions, descriptions, short stories, add-on chapter, summarizing, propaganda

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## Summary of *Under the Blood-Red Sun*

December 7, 1941, is described as “a date that will live in infamy.” (F.D. Roosevelt) Japanese war planes attack Pearl Harbor, Hawaii, and the distrust of all of those with Japanese ancestry begins. Tomi and Kimi Nakaji were born in Hawaii and are American citizens. Their parents and grandfather were born in Japan and come under scrutiny by those in governmental and military authority. After his father and grandfather are arrested, it is up to Tomi to uphold the family traditions and to honor the family name. With the continuing help and support of his friends, members of the Rats baseball team, Tomi assures his father and grandfather that he can “*watch out for Mama and Kimi. I can do it. I will do it.*” (page 240)

### About the Author

Graham Salisbury was born April 11, 1944, in Philadelphia, Pennsylvania. He grew up living on Oahu and on Hawaii, which are a part of the Hawaiian Islands, in a family in which the father was absent. Salisbury admits that he has holes in his life due to this, and he feels that this is one reason he writes about family relationships. Salisbury believes that authors should write about their feelings.

Salisbury received a B.A. from California State University at Northridge in 1974, and an M.F.A. from Vermont College of Norwich University in 1990. Salisbury recalls that he really did not choose to read until his first son was born. However, once he started, Salisbury became a voracious reader. This led to the urge to write stories of his own. Salisbury finds it easy to write about his own experiences while twisting realities and bending truths. For more information about Graham Salisbury, see page 247 of *Under the Blood-Red Sun*.

### Background Information

#### Japanese Relocation

The attack on Pearl Harbor caused the United States to immediately enter World War II, and it also caused U.S. public and political opinion to turn against the Japanese. All Japanese were looked upon as capable of sabotage, and the success of the attack was assumed to be the result of espionage by Japanese Americans living in Hawaii and on the west coast of the United States. All residents of Japanese descent in Hawaii were rounded up and interrogated. On the west coast of the United States, a sort of hysteria began, creating a profound suspicion of Japanese Americans that quickly led to cries for their expulsion. On February 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066, which called for the eviction and internment of all Japanese Americans.

The evacuation and incarceration of Japanese Americans began in April of 1942. Entire populations of Japanese-born, first and second-generation families were ordered to take only what they could hand-carry during the relocation. With less than a one-week notice, they were forced to leave behind their homes, jobs, savings, and income totaling about a half-billion dollars, along with land and farm equipment estimated at \$70 million.

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## Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:


- 
5. Foreshadowing is indicating or suggesting events beforehand. Foreshadowing provides a hint of what is to occur later. Write a short paragraph that tells what might be foreshadowed by the last paragraph of Chapter 18 on page 194. Was there a previous incident that foreshadowed this one? Explain. (pages 92-94)

## Chapter 19: "The Kaka'ako Boys"—Pages 195-204

## Chapter 20: "Lucky"—Pages 205-214

### Summary

The Rats win the baseball game. The gang members surround the Rats after the game, and the fighting starts. However, the gang backs off when the Kaka'ako Boys make their presence known. Tomi and Billy persuade Grampa to join them for batting practice. With Kimi as a spectator, Grampa is thrilled when he hits a ball about five feet on his second try. Lucky and her puppies dig up Grampa's flag. After a frantic chase, the boys retrieve the flag and bury it under a pile of stones. Mrs. Wilson asks Mama to come back to work. Grampa rides his bike downtown. The Sand Island prisoners have been sent to the mainland.

### Vocabulary

strutting (196)

lurked (205)

### Discussion Questions

1. What happens after Tough Boy gets hit by a ball pitched by the Butcher? (*Page 197, Tough Boy accepts the apology of the Butcher and the offer to let Tough Boy punch the Butcher should it happen again.*) What is Tomi's reaction to this situation? (*Page 197, Tomi wants to shake the hand of Tough Boy.*) Why do you think Tomi wants to do this? (*Opinion—answers will vary.*)
2. Why do the members of the Rats team think they have been cheated out of a run? (*Page 198, The ball Rico hits lands in the outfield and rolls right up to where the Coral Street punks are sitting. One of the gang members tosses the ball to the infield. Rico has to stop on third rather than go on to home plate.*) What do the Kaka'ako Boys offer to do? (*Page 199, They offer to play the inning over.*) What might be a reason that the Rats don't want to do this?
3. What are two personal things the Rats find out about the Butcher during the game? (*Page 197, The Butcher has an unnaturally high voice. Page 202, The Butcher's name is Gayle.*) Does anyone tease the Butcher about his voice and name? Why? (*Page 202, The Butcher is not teased; probably because of his size.*) Do you think the Butcher would be teased about his name and voice if he was smaller in size? Why or why not?
4. Which team wins the ball game? (*Page 203, The Rats win the ball game.*) Who surrounds the Rats as they prepare to leave? What happens? (*Page 203, The gang members surround the Rats. A fight ensues.*) Why does the fight stop as quickly as it started? (*Page 203, The Kaka'ako Boys arrive and the gang members back off and slowly walk away.*) What words and phrases might be used to describe the Coral Street gang?
5. With reference to the Kaka'ako Boys (page 204), why does Tomi think, "Criminy, I was going to miss those guys"? (*Pages 189-190 & 193, Some of the Kaka'ako Boys have had to get jobs, so this is their last game. Tomi realizes that he will have to get a job too.*) Do you think any of the baseball players will keep in touch with one another? If so, who would be most likely to do so? Who would be most likely to be left out? Why? (*Opinion—answers will vary.*)



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6. Mama is worried that Grampa will have another stroke. She tells Tomi that he will have to help Grampa with the work, so that Grampa has time to relax. What does Tomi want Grampa to do? (*Page 208, Tomi wants Grampa to come along while he and Billy practice.*) What does Grampa want Tomi to do for him? (*page 208, clean the chicken coops and sell the eggs*) Does the work Grampa wants done seem reasonable?
  7. Why does Tomi think Grampa can be irritating at times? (*Page 208, Grampa keeps Tomi waiting while making up his mind.*) What are some things people do that might be irritating to others?
  8. What makes Kimi and Grampa laugh while they are at diamond grass? (*Pages 208-209, Tomi asks Grampa to bat the ball.*) Why do you think Grampa eventually tries? (*Opinion—answers will vary.*)
  9. Does Grampa hit the ball? (*Page 210, Yes, on the second try, Grampa hits the ball about five feet.*) What is Grampa's reaction? (*Page 210, "Grampa started jumping up and down like a crazy man." Grampa laughs and gets everyone laughing at his antics.*) What does the laughter do for everyone?
  10. What do the dogs dig up? (*Page 210, The dogs dig up the buried flag of Japan.*) After they retrieve the flag from Lucky and Red, what do Billy and Tomi do with it? (*Page 211, The boys bury the flag under a pile of stones.*) Do you think that is a safe place for the flag? Why or why not? See Supplementary Activities #2.
  11. Where does Grampa ride on his bicycle the next morning? Why? (*Page 212, Grampa rides downtown. He has heard that the men from Sand Island are to be sent to the mainland. Grampa wants to try to ask somebody about it.*) What does Grampa find out? (*Page 214, Grampa tells Mama, "They gone already...Mainland."*) What does Mama tell Tomi they will do? (*Page 214, "We going be strong, that's what...We going wait and we going be strong."*) What will you add to Mama's attribute web?

### Supplementary Activities

1. Make a list of as many things as you can think of that might happen to Grampa's flag buried under a pile of stones. Choose one. Write a short story that includes the flag in that situation.
2. Do some research about the benefits of laughter.

## Chapter 21: "The Katana"—Pages 215-226

## Chapter 22: "Not Far From Pearl Harbor"—Pages 227-244

## Epilogue: Pages 245-246

### Summary

As Grampa is taken away by two men from the FBI, he tells Tomi to take good care of the family sword and the family name. Charlie shows Tomi where Grampa has hidden the sword and leaves. Looking for a different hiding place for the sword, Tomi is threatened by Keet. Tomi boldly faces Keet and takes the sword as he leaves. Papa sends a postcard to the family, with a message to each member. School opens and Mr. Ramos helps the students understand that power is freedom to make choices.