

CHAPTER 3: “THE DAY OF HORROR”

Activate Prior Knowledge

Refer students to the timeline on pp. 4–5. Remind students of the conflicts between Japan and other countries during World War II. *What does the “day of horror” in the chapter title refer to? What have you seen in movies or on TV about that day?*

Look Back/Look Forward

Ask *What could happen to Jasmine and her father if war breaks out while they are in Hawaii? What could happen to Alison and her father?*

Apply Comprehension Focus

After students read the chapter, direct them to reread the conversation between the men on pp. 22–23. Ask *How do Alison’s father and Dr. Obasan react to Captain Stockton’s question?*

Ask *What happens when Alison’s father tells her to stay with the neighbors? What happens when she goes to the hill instead?* Have students map the different cause and effect events that answer these questions and lead to the end of the chapter.

Think and Discuss

Ask *What is Dr. Obasan’s reason for responding calmly to Captain Stockton’s angry question? Why might it be important for Dr. Obasan to remain calm when speaking with people in the United States?*

Ask *Why does Alison head for the hill to watch instead of obeying her father? What do you think Buddy will do after he sees his father’s ship explode and sink?*

Practice Vocabulary Strategy: Context Clues

Refer to the pictures on page 26. Say *The American ship was hit by a Japanese torpedo*. Guide students to define *torpedo* through context. If needed, model the activity for students.

Analyze Text and Art Features

Point out the pictures on pp. 26–27. Ask *How does the artist show the action on these pages? Why do you think the author switches between showing the destruction and showing Alison’s reaction?*

TIME OUT!

“MILITARY JAPAN”

Apply Comprehension Focus

Have students read the nonfiction section. Ask *What effect did the Japanese attack on Pearl Harbor have on the U.S. military? What effect did it have on Japanese-Americans?*

Ask *What is the “sleeping giant” that the admiral refers to? What event caused the “sleeping giant” to awaken?*

Think and Discuss

Ask *What motivated Japan to attack the United States? What was the Japanese government’s goal?*

Say *As a result of the attack and the war, what did the U.S. government do to the Americans of Japanese descent? Do you think the U.S. government was justified in its treatment of Japanese-Americans? Why or why not?*

Linking the Fiction and Nonfiction

Ask *What effects does the Japanese attack on Pearl Harbor have on the people of both countries?* Direct students to create cause-and-effect statements that show how the characters are affected by the attack. Have students work in groups to use information from the fiction and nonfiction sections to answer these questions.

WRAP-UP

Connect Curriculum: Language

President Franklin Roosevelt made his famous “Day of Infamy” speech in response to the Japanese attack on Pearl Harbor. Divide the class into groups and ask students to read and discuss Roosevelt’s speech. Have them look up definitions for any words they do not know. Ask students to write 1–2 paragraphs with their response to the speech.

Review the Chapter

To assess student progress, ask the following questions.

1. What happens to the battleship Buddy’s father is on?
2. Where do Jasmine and her father go just before the attack?
3. What was Japan’s larger goal when it attacked Pearl Harbor?