








Weedflower: The Birthday Party Vocabulary Chart

Vocabulary Word Syllables	Teacher Definition	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
stable sta·ble	A building, usually with stalls, in which animals are sheltered and fed	Ex: The horses and cows sleep in the <u>stable</u> .	
nag nag	a horse that is old and in poor condition	Farmer Brown owns a <u>nag</u> that is 35 years old and blind in one eye.	
bureau bu·reau	a low chest of drawers for use in a bedroom	I keep my socks in the top drawer of the <u>bureau</u> .	
carnation car·na·tion	a type of flower that comes in a variety of colors	Daddy gave mommy a dozen red <u>carnations</u> for Valentines Day	
stock stock	flowers grown in the field	We drove by a huge field of pink and yellow <u>stock</u> flowers.	

Vocabulary Word Syllables	Teacher Definition	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
greenhouse green · house	a glass building for growing plants	Tropical flowers can grow in a <u>greenhouse</u> even in cold climates.	
outhouse out · house	an outdoor toilet with no plumbing	You better take a flashlight with you if you need to go to the <u>outhouse</u> at night.	
grade grade	to sort something according to size or quality	The factory workers <u>grade</u> the bottles according to size and weight.	
humiliated hu · mil · i · at · ed	made to lose pride or self respect	When I fell down in front of the entire class, I felt so <u>humiliated</u> .	
kimono ki · mo · no	a loose robe with wide sleeves that is traditionally worn with a broad sash by the Japanese	Sumiko put on her silk <u>kimono</u> to celebrate New Year's Day.	

Weedflower: The Birthday Party Comprehension Worksheet

Read: Chapter 1 (pages 1–11)/Chapter 3 (pages 23–25 & 31–32)/Chapter 4 (pages 33–43)

BEFORE reading today's selections, discuss the following questions with your group, then write down the group's answers.

1. If your friends (or you) have ever excluded someone from a game or an activity, what were your reasons for doing so? How do you suppose the excluded person may have felt?

Answers will vary.

2. What are some ways that we judge our classmates? When we judge others, how do we treat them differently?

Answers will vary.

AFTER reading the above selections, answer the following questions.

3. To whose birthday party is Sumiko invited? Describe some ways in which Sumiko prepares for the party.

Sumiko is invited to the birthday party of her classmate, Marsha Melrose. To prepare for the party Sumiko studied her two best dresses to decide which one to wear to the party. She wrapped Marsha's present, a beautiful silk scarf, in pink wrapping paper.

4. How is Sumiko treated once she arrives at the party?

Sumiko is treated like an outsider. When she enters the house, there is complete silence and everyone stares at her. Marsha's mother leads her out to the porch and explains that she didn't realize her daughter had invited a Japanese classmate to the party.

5. Why does Marsha's mom uninvite Sumiko from the party?

Marsha's mother uninvites Sumiko from the party because she is Japanese and that this would upset her husband and some of the other parents who were their friends.

6. How did Sumiko feel after she was uninvited? How would you have felt?

Sumiko felt furious, angry, embarrassed, lonely, humiliated, and sad. She felt like nothing in her life would ever be the same again. (Answers vary for the second question.)






7. Before you started reading, you listed ways we judge our classmates and how we treat them differently. Discuss with your group, ways we can encourage our friends NOT to judge others and ways we can treat ALL classmates with respect.






Ways to encourage friends NOT to judge others:	Ways to treat ALL classmates with respect:
Answers will vary	Answers will vary

Weedflower: U.S. Declares War on Japan

Vocabulary Chart

11-A

Vocabulary Word Syllables	Teacher Definition	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
declared de·clared	To make known openly or officially	Ex: The President <u>declared</u> that he would not run for re-election.	
P.O.W. p·o·w	initials meaning: prisoner of war	The soldier became a <u>P.O.W.</u> after he was captured by the enemy.	
hostage hos·tage	a person held captive as a pledge that promises will be kept or terms met by another	The kidnapper held the boy <u>hostage</u> until his parents paid the ransom.	
F.B.I. f·b·i	initials meaning: Federal Bureau of Investigation (government agents who protect and defend the U.S. against terrorist and foreign intelligence threats)	The <u>F.B.I.</u> agents arrested the spy for giving top secret information to the enemy.	
shamed shamed	to bring disgrace or embarrassment upon someone	Mary <u>shamed</u> her family when she was caught cheating on her spelling test.	

Vocabulary Word Syllables	Teacher Definition	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
<i>hakujin</i> ha · ku · jin	Japanese word meaning: “white people”	The owner of the grocery store was a <u>hakujin</u> .	
<i>Nikkei</i> Nik · kei	Japanese word meaning: “anyone in the U.S. of Japanese descent” (whether born in Japan or the U.S.)	Michael calls himself <u>Nikkei</u> because his great grandparents immigrated to California from Japan.	
sabotage sab · o · tage	destructive action carried on by enemy agents to make a nation’s war effort more difficult	The sinking of American ships at Pearl Harbor was an act of <u>sabotage</u> .	
curfew cur · few	an order or law requiring certain or all people to be off the streets at a stated time	Teenagers who are not home by ten o’clock at night are breaking the <u>curfew</u> law.	
evacuate e · vac · u · ate	to remove troops or people from a place of danger	It was necessary to <u>evacuate</u> the school after the fire broke out in the cafeteria.	

Weedflower: U.S. Declares War on Japan

Comprehension Worksheet

Read: Chapter 6 (pages 54–60)/Chapter 7 (pages 61–65)/Chapter 8 (pages 66–71)

BEFORE reading today's selections, discuss the following questions with your group, then write down the group's answers.

1. List the events that led up to the placement of Japanese Americans into concentration camps?

Answers will vary.

2. What groups of people in the U.S. have been treated in an unjust manner because of their race, religion, or culture? Describe at least two detailed examples.

Answers will vary.

AFTER reading the above selections, answer the following questions.

3. Why were Uncle and Jiichan taken away?

Jiichan was arrested because he had once been the principal of the Japanese school. Uncle was arrested because he was once president of a Nikkei flower growers association. Both men were Issei, born in Japan then immigrated to the U.S. for a better life.

4. What happened to all of the Japanese American community leaders? Why did this happen?

The elders and community leaders were arrested and put into prisons without being charged with a crime. The FBI kept files on Nikkei leaders. They suspected them of spying for Japan.

5. How many days were the *Nikkei* on Terminal Island given to leave their homes? **Two days.**

(Note: There are 24 hours in one day.)






6. How long were the *Nikkei* on Bainbridge Island given to leave their homes? **One week.**

7. Where did the people from Bainbridge Island go and why were they sent there?






The Nikkei from Bainbridge Island were sent to "reception centers" and confined. They were sent there because the U.S. government did not trust anyone of Japanese ancestry. The camps were not yet built, so they were jailed at the "reception centers" until the camps were ready.

Weedflower: Sumiko and Frank's Friendship Vocabulary Chart

13-A

Vocabulary Word Syllables	Definition http://www.wordcentral.com/ (accessed September 5, 2009)	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
cots cots	a narrow bed often made of fabric stretched over a folding frame	We slept in the tent on camping <u>cots</u> .	
bloomers bloo · mers	full loose underpants gathered at the knee worn by girls	<u>Bloomers</u> are old- fashioned, baggy underpants.	
barracks bar · racks	a building or group of buildings in which soldiers live	The <u>barracks</u> at the camps lacked privacy.	
lingered lin · gered	(use definition 1) to be slow in quitting a place or activity	After the show ended, I <u>lingered</u> in the theatre for a couple of minutes.	
mirage mi · rage	an illusion that gives the appearance of a pool of water or a mirror in which distant objects are seen inverted	Off in the distance, the ocean appeared in the desert <u>mirage</u> .	

"A Friend to All"

Vocabulary Word Syllables	Definition http://www.wordcentral.com/ (accessed September 5, 2009)	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
irrigate ir·ri·gate	to supply with water by artificial means	Farmers must <u>irrigate</u> their crops in the desert due to little or no rainfall.	
lanky lank·y	being tall, thin, and usually loose-jointed	The basketball player was tall and <u>lanky</u> .	
mute mute	(use definition 1) unable to speak	I promise to be <u>mute</u> , so your secret is safe with me.	
ambience am·bi·ence	a feeling or mood that is related to a particular place, person, or thing	Dining by candlelight created a romantic <u>ambience</u> .	
pummeling pum·mel·ing	(use definition 1) to beat up	The bully jumped Tommy and began <u>pummeling</u> him with his fists.	

Weedflower: Sumiko and Frank's Friendship Comprehension Worksheet

Read: Chapter 15 (pages 117–124)/Chapter 21 (pages 162–167)/Chapter 25 (pages 195–202)

BEFORE reading today's selections, discuss the following questions with your group, then write down the group's answers.

1. What is a stereotype? (Some examples of stereotypes include the following: people who are good at sports are not very smart, only women make good nurses, and Asian students are always smart in math.)

Answers will vary.

2. Think of some different examples of stereotypes. List them below. (Think of how people judge others based upon how they dress, their race, culture, religion and whether they are male or female.)

Answers will vary.

AFTER reading the above selections, answer the following questions.

3. List the stereotypes Sachi tells Sumiko about the Indian boys.

Sachi tells Sumiko that if Indian boys catch them, they will scalp them, cut off their fingers, and boil them. She also says that Indians hide at night and if you don't behave, they will kidnap your family.

4. List the stereotypes the girls overhear the Indian boys say about the Japanese.

The Indian boys say that all Japanese are farmers, that they are wasteful and throw food out. They also claim that if a Japanese person thinks you are going to kill him, he will stick a sword in his stomach before you can do so.

5. How can stereotypes be dangerous?

Stereotypes are often untrue and based upon people's fears of someone who is different. They are dangerous because they can cause people to judge others based upon untrue beliefs.

6. After hearing the stereotypes each had of the other, do you think it would be possible for Indians to be friends with Japanese Americans? Why or why not?

Answers will vary.

7. How does Sumiko show Frank her friendship?





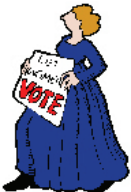
When Frank was jumped by a group of Japanese boys, Sumiko helped protect him by beating one of the boys with a tree branch and chasing them off.

"A Friend to All"






Weedflower: Should They Stay or Go?

Vocabulary Chart

15-A

Vocabulary Word Syllables	Definition http://www.wordcentral.com/ (accessed September 5, 2009)	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
resettle re·set·tle	to move and establish a new place to live	Living through Hurricane Katrina convinced my family it was time to <u>resettle</u> far away from New Orleans.	
labor la·bor	(use definition 2a) the services performed by workers for wages	During the war, so many men became soldiers that the U.S. experienced a <u>labor</u> shortage.	
parole pa·role	an early release of a prisoner who meets specified requirements	The prisoner was let out on <u>parole</u> for good behavior.	
cower cow·er	to shrink away or crouch down (as from fear)	The cruel king made his subjects <u>cower</u> and tremble with fear.	
civil rights civ·il rights	(Teacher definition) the rights of personal freedoms guaranteed to all U.S. citizens by the Constitution	The right to vote is an important <u>civil</u> <u>right</u> that women did not always have.	

"A Friend to All"

Vocabulary Word Syllables	Definition http://www.wordcentral.com/ (accessed September 5, 2009)	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
trudged trudged	to walk or march steadily and usually with much effort	She put on her boots and <u>trudged</u> through the thick mud.	
thriving thriv·ing	to grow vigorously, do well	The new mall opened in November and business is <u>thriving</u> .	
organic or·gan·ic	(Teacher definition) fertilizer obtained from plants or animals	The vegetables were fertilized with <u>organic</u> matter.	
cultivating cul·ti·vat·ing	(use definition 1a) to prepare land for the raising of crops	The farmers worked hard <u>cultivating</u> the land to grow fruits and vegetables.	
nonchalant non·cha·lant	having a confident and easy manner	The homerun king swung his bat with <u>nonchalant</u> ease.	

Weedflower: Should They Stay or Go?

Comprehension Worksheet

Read: Chapter 20 (pages 155–161)

BEFORE reading today's selections, discuss the following questions with your group, then write down the group's answers.

1. How would you feel if a big group of new people moved into your neighborhood? Would it be easy to make new friends?
Answer will vary.
2. How easy or difficult would it be for you to fit in and make new friends, if you moved to a brand new area and attended a new school?
Answer will vary.





AFTER reading the above selections, answer the following questions.

3. According to the *Poston Chronicle* newspaper, why did the government want the Japanese Americans to resettle outside of the camps?
Due to the severe labor shortage, the government was desperate for help. They wanted Japanese Americans to work in off-camp jobs such as picking crops.
4. How did the following people feel about leaving and resettling outside of the camp?
 - **Ichiro & Bull** were angry at the thought of picking crops for the *hakujin* who took away everything they had once owned. To move and live in town would lead to further humiliation and loss of pride. Both did not want to leave camp.
 - **Auntie** was concerned for the family's safety. She did not want to leave camp.
 - **Sumiko** felt it was safest to remain in camp as she heard that conditions for Nikkei outside of camp were difficult and dangers. At least inside the camp, she would be treated like an equal.
 - **Mr. Moto** felt that he was too old to start over and did not want to leave camp until the government was willing to give him back his civil rights. He did want his son to leave and work because all he did was gamble or lie in bed.
5. Why did the Office of Indian Affairs want the Japanese Americans to stay?
The Office of Indian Affairs wanted the Japanese Americans to stay because they were cultivating the land and because the government was bringing water to the reservation.

Weedflower: Sumiko and Frank Introduce Bull and Joseph

Vocabulary Chart

17-A

Vocabulary Word Syllables	Definition http://www.wordcentral.com/ (accessed September 5, 2009)	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
orphan or · phan	(use definition 1) a child whose parents are dead	Both her parents were killed in a plane crash, leaving her an <u>orphan</u> .	
gestured ges · tured	(Teacher definition) a movement of the body or face that expresses an idea or feeling	Dad gave Amy a thumbs-up <u>gesture</u> to let her know he was pleased.	
arrogant ar · ro · gant	(use definition 1) overly proud of oneself or one's own opinions	Bragging that he had caught the most fish made Joe appear to be <u>arrogant</u> .	
shoyu sho · yu	(Teacher definition) Japanese word for "soy sauce"	Connie liked to dip her fish in <u>shoyu</u> .	

Vocabulary Word Syllables	Definition http://www.wordcentral.com/ (accessed September 5, 2009)	Use in a sentence (Underline or highlight the vocabulary word)	Illustration
versatile ver·sa·tile	different kinds of things	As a repairman, Mr. Jones was <u>versatile</u> , able to fix just about anything.	
tepee te·pee	a cone-shaped tent usually of skins used as a home especially by American Indians of the Great Plains	Indian tribes living on the Great Plains lived in tents called <u>tepees</u> .	
hunkered hun·kered	(use definition 1) to crouch	They <u>hunkered</u> down for the night in their tents.	
desolate des·o·late	(use definition 3a & 3b) showing the results of abandonment and neglect; lacking signs of life	The next 100 miles of highway crossed through harsh, <u>desolate</u> desert.	

Weedflower: Sumiko and Frank Introduce Bull and Joseph

Comprehension Worksheet

Read: Chapter 27 (pages 207–221)

BEFORE reading today's selections, discuss the following questions with your group, then write down the group's answers.

1. How would your family react if you made friends with someone they didn't like? What would they do?
Answers will vary.

AFTER reading the above selections, answer the following questions.

2. What was Bull's response when Sumiko told him about Frank, her Indian friend?
When Bull found out about Sumiko's Indian friend, he calmly replied that "A friend is a friend." Bull was very matter of fact about it.
3. Were you surprised by Bull's response? Why or why not?
Answers will vary.
4. Sumiko and Bull are similar in many ways to Frank and Joseph. In the space below, list at three or more similarities?
 - **Sumiko looks up to and admires her older cousin Bull just as Frank looks up to and admires his older brother Joseph.**
 - **Sumiko trusts her older cousin Bull and shares her feelings with him just as Frank does with his older brother Joseph.**
 - **Both Sumiko and Frank are risk takers. They become friends in spite of the obstacles.**
 - **Sumiko takes care of her younger brother Tak-Tak just as Frank takes care of his younger sister.**
 - **Both Bull and Joseph share a great interest in farming the land and irrigation methods.**
 - **Both Bull and Joseph smoke cigarettes.**

"A Friend to All"

Weedflower Internet Research Worksheet

<http://parentseyes.arizona.edu/wracamps/index.html> (accessed September 5, 2009)

Step One: Go to the above Web site. Be sure to type in the Internet address exactly as shown. Read the entire home page with your group, then fill in the appropriate information below about the Japanese American concentration camps.

1. The W.R.A. was a government agency responsible for the building of camps to house Japanese Americans who lived in Military District 1. What is the W.R.A.?

War Relocation Authority

2. How many concentration camps did the W.R.A. build? **Ten camps**
3. Click on the underlined word “map” in the first paragraph. (After you click on it, a new window should appear, displaying a map of the W.R.A. sites.) Use the map to answer the following questions about the camp locations.

In what state was the Manzanar located? **California**

In what state was the Heart Mountain located? **Wyoming**

In what state was the Poston located? **Arizona**

What was the name of the camp located in central Utah? **Topaz**

4. Refer back to the article to fill in the missing information about the two Japanese American concentration camps in Arizona in the chart below.

Name of Camp	<i>Poston</i> “Colorado River Relocation Center”	<i>Rivers</i> “Gila River Relocation Center”
Name of Reservation (Indian lands)	Colorado Indian lands	Pima-Maricopa Indian lands
Population	18,000	13,000
Date Opened	April 1942	May 1942
Date Closed	March 1946	February 1946

“A Friend to All”

Step Two: In the left hand margin, click on the link “Camp Life.” There are six topics with links that will take you to W.R.A. photographs of the camps. Click on each link and study the photos very closely, reading the captions next to each photo. If you would like to make the photo larger, simply click on the photo. Click on the back arrow symbol (top left corner of the page) to return to the photo album. Answer the following questions based upon the photos and captions.

Inmates Arrive at the Camps <http://parentseyes.arizona.edu/wracamps/evacuees.html> (accessed September 5, 2009)

5. Describe what would have been your first impression of the camp?
The camps were located in the middle of nowhere on desert land. The barracks were not fully built and there were hardly any trees in sight.

Building the Camps <http://parentseyes.arizona.edu/wracamps/building.html> (accessed September 5, 2009)

6. Inmates were allowed to bring one suitcase and whatever they could carry. What items do you think would be constructed out of the scrap lumber shown in the photo?
The inmates would probably make furniture for their homes (beds, tables, chairs, dressers) and other household items, like picture frames and toys for the kids.

Social Life <http://parentseyes.arizona.edu/wracamps/social.html> (accessed September 5, 2009)

7. In what types of social activities did the inmates participate for fun?
The inmates participated in board games that looked like checkers and in kabuki theater.

Camp Life <http://parentseyes.arizona.edu/wracamps/relocation.html> (accessed September 5, 2009)

- 8) Describe what daily life was like in the Arizona concentration camps.
Photos show people trying to deal with the dust and heat, people being treated at the camp hospital, shopping at the camp store, kids playing cards, and a radio broadcast.

At Work in the Camps <http://parentseyes.arizona.edu/wracamps/work.html> (accessed September 5, 2009)

- 9) What types of jobs were found in the Arizona camps?
Types of jobs found in the camps included firemen, spraying for mosquitoes, and taking care of dairy cows.

Views of the Arizona Camps <http://parentseyes.arizona.edu/wracamps/views.html> (accessed September 5, 2009)

- 10) Describe any similarities you see between the concentration camp and a prison.
Like prisons, the concentration camps were isolated and built away from the cities. The inmates lived in crowded barracks, had little privacy, and were kept under guard.