

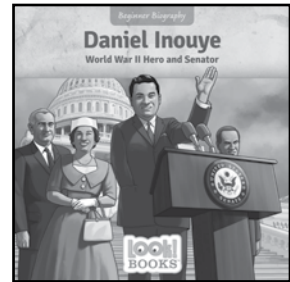
Teaching with *Daniel Inouye: World War II Hero and Senator*

CONNECTION TO STANDARDS

Students will describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (CCSS.ELA-LITERACY.RI.K.7)

DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *honor*, *volunteered*, *declared*, *enlist*, *bravery*, *representatives*, *transportation*, *communications*, *heroism*.
- Have each student choose a vocabulary word and draw a picture that illustrates its meaning. Have students share their drawings with the class.
- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any phrase or word in the text that they find confusing. After reading, pair students with a partner and allow them to help each other clarify the confusing points in the text.



Lexile: 840
Words: 610

GRL: P

BEFORE READING

Build Background Knowledge: Explain that during World War II, the U.S. government sent more than 100,000 Japanese Americans to live in crowded internment camps in the western U.S. The camps were created because people wrongly feared that Japanese Americans would help Japan against the United States. Still, more than 30,000 Japanese Americans volunteered to fight for the U.S. in World War II. Many of them were still living in the camps when they joined the military. Lead a discussion in which students:

- consider what it would be like to be judged based on how they look.
- think about how they might feel if they were forced to leave their homes to live in a camp.
- consider whether they would be willing to help people who were treating them poorly.

Preview

- Show the cover of the book. Read the title and ask students to define *hero* and *senator*. Have students name a hero they know or know of.
- Explore the cover illustration. Ask students to describe what they see and to guess who the man at the front of the picture is. Ask students to describe what the man is doing.
- Lead students in a brief picture walk of the book, exploring the illustrations on each page. Have students identify one or two details in each illustration. Point out the text features.

Predict: Ask students to predict what the story will be about. Have students support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

Skill Introduction: Turn to page 9. Ask students what they think the illustration shows and why. Then read page 8 with the students, and allow them to again tell you what the illustration shows. Explain that the text of a book helps to explain what is in an illustration or photo, and that a photo or illustration helps give more details about the text. Flip through the book and have students guess what some of the other illustrations show. Tell them to think about whether their guesses were correct as they later read the book.

DURING READING

Check for Understanding: Ask students the following questions as they read.

- p. 4, *Where was Daniel born?* (Honolulu, Hawaii) *From which country had his parents moved to the U.S.?* (Japan)
- p. 6, *What important lesson did Daniel’s parents teach him?* (to always honor his country)
- pp. 6-10, *What happened on December 7, 1941?* (Japanese planes bombed Pearl Harbor.) *What happened the next day?* (The U.S. declared war on Japan and entered World War II.)
- p. 10, *Why couldn’t Daniel join the military after high school?* (The U.S. government would not allow Nisei, or children of Japanese immigrants, to join the military.)
- pp. 12-13, *Which unit did Daniel join after the U.S. lifted its ban on Nisei serving in the military?* (the 442nd Regimental Combat Team) *What was special about this unit?* (It was made up only of Japanese Americans, and it became the most highly decorated unit of its size in U.S. history.)
- p. 14, *What are some honors Daniel received for his four years of military service?* (Bronze Star, Purple Heart, Medal of Honor)
- p. 18, *What are some great things Daniel did as a U.S. senator?* (He helped to develop Hawaiian military sites; he helped Hawaii build modern transportation, schools, and communications systems; and he fought for the rights of Hawaiians, Alaskans, and Native Americans.)

Reinforce Vocabulary

- p. 4, Have students share whether their parents, grandparents, or other people they know are *immigrants*. Allow them to identify what country these people immigrated from.
- p. 8, Review the definition of *civilians*. Ask students to identify whether their parents are civilians. Create a tally of their responses, then add up the total number of military parents for the class.
- p. 11, Help students find the word *curfews* in the caption. Ask them if they have older siblings that have curfews.
- p. 15, Help students find the word *valor* in the caption. Ask them to share a time they or someone they know showed valor.

AFTER READING

Theme: Explain that one theme of the book is *serving your country*. Have students identify the various ways in which Daniel served his country. Explain that people can serve their country in smaller ways as well, such as volunteering, writing letters to troops, and voting. Then, allow students to use words and pictures to describe a time they or someone else served their country.

Skill: Have students draw an additional illustration that could be added to the book. Have them write what it shows and which page of the book it could go on.

