THE NOVELS OF
GRAHAM SALISBURY
EDUCATORS’ GUIDE

Award-winning author Graham Salisbury employs elements of good fiction writing in novels that are set in the locations he knows best—the Hawaiian Islands and America’s Northwest. His descriptions of the land reveal both the beauty and the beast in the places his characters call home. Earthquakes and tidal waves threaten those living in the islands, and there is a sense of urgency as characters struggle to survive these environmental disasters. His Prisoners of the Empire series about Japanese Americans from Hawaii during World War II includes historical details that make these stories authentic and fascinating. And his newest novel, Banjo, takes readers to ranch country in Oregon, where a boy makes a risky choice in order to save his dog.
ABOUT THE BOOK
In the spirit of *Where the Red Fern Grows* and *Because of Winn-Dixie*, this is a contemporary classic-in-the-making about a boy and his dog, and a choice that will test their loyalty and trust.

Danny Mack is a rising rodeo star in rural Oregon. He lives on a ranch with his older brother, their dad, and his faithful border collie, Banjo.

Late one night, Danny is awakened by gunshots. Banjo has been wounded. The neighbors claim Banjo was going after their livestock, which gives them the right to shoot the dog or have him put down. Dad reluctantly agrees. They must obey the law. Danny knows Banjo is innocent and comes up with a desperate plan to save him—but something goes terribly wrong.

Days later, on a distant ranch, Meg Harris finds a frightened dog alone in the woods. Banjo. She takes him home and searches for the dog’s owner, furious that he was abandoned. She’s not going to give up Banjo easily.

Told by Danny and by Meg, this fast-paced, heartrending novel explores the deep connection between humans and animals, and reminds readers that you can’t judge an animal—or a person—before you know their story.

PRE-READING ACTIVITY
Banjo is a border collie. Have students read about the breed (akc.org/dog-breeds/border-collie) and write a one-page paper that explains why a border collie is the ideal dog for a ranch owner.

Correlates to Common Core State Standards W. 6-8.2; W. 6-8.7; L. 6-8.1; L. 6-8.3.

QUESTIONS FOR GROUP DISCUSSION
Discuss Danny’s relationship with his dad. What is his dad’s reaction when Mr. Brodie says that Banjo chased his sheep? His dad says that the law requires that Banjo be euthanized. Why does Danny tell his father that he will shoot Banjo himself? Debate whether he ever intended to carry out that promise. Explain what Danny’s dad means when he says, “What is important is that you didn’t trust me enough to tell me you couldn’t shoot your dog,” (p. 185) At what point in the novel does Danny’s father feel proud of him?
QUESTIONS FOR GROUP DISCUSSION continued
Discuss the structure of the novel. How does having two parallel stories, Meg’s and Danny’s, create an interesting narrative? At what point is it obvious that the two stories merge with Banjo as a central character? What is Meg’s reaction when she discovers Banjo? She is angry with Danny but mellows when she meets him. What makes Meg realize Danny is good and gentle—and that he loves his dog?
Correlates to Common Core State Standards RL. 6-8.2, 6-8.3; RL. 6-8.5; SL. 6-8.1, 6-8.3; SL. 6-8.4; L. 6-8.1; L. 6-8.3.

CURRICULUM CONNECTIONS
Language Arts
Meg is a member of 4-H, which stands for head, heart, hands, and health. Ask students to write an essay that discusses how Danny uses his head and heart to rescue Banjo and prove that Ben and Billy Brodie are lying about Banjo chasing their sheep. Cite specific scenes and use direct quotes to support answers.
Correlates to Common Core State Standards W. 6-8.1; L. 6-8.1; L. 6-8.3.

Social Studies
Rodeos are special attractions in some states and foreign countries. Danny and his dad participate in the team roping event. Have students use books and websites to find out about this sport. Then write a feature article on Danny and his father for Team Roping Journal. Include an appropriate title and use pictures to illustrate the article.
Correlates to Common Core State Standards W. 6-8.1; W. 6-8.6; W. 6-8.7, 6-8.8 6-8.9; L. 6-8.1; L. 6-8.3.

VOCABULARY
Ask student to jot down unfamiliar words and try to define them, taking clues from context. Such words may include: feral (p. 24), domesticated (p. 24), ravine (p. 34), poachers (p. 37), humane (p. 41), euthanized (p. 42), savage (p. 56), dignity (p. 177), ballistic (p. 183), amigo (p. 194), atoning (p. 205), concoct (p. 206), and averted (p. 207).
Correlates to Common Core State Standards L. 6-8.4.

INTERNET RESOURCES
The official website of the Bureau of Land Management’s annual wild horse adoption blm.gov/programs/wild-horse-and-burro/adoption-and-sales
The official website of the National Intercollegiate Rodeo Association collegerodeo.com
Friends of Rodeo outline animal welfare in rodeo events friendsofrodeoinc.com/humane-facts#!
ABOUT THE BOOK
Eleven interlinked stories tell the tale of a boy coming of age in Kailua-Kona, a Hawaiian fishing village. Sonny Mendoza is a little different from the rest of the men in his family. Mendoza men are brave, but Sonny’s courage is unique among them. Why can’t he love and trust the water as the other men of his family do? Salisbury explores characters like Aunty Pearl, a full-blooded Hawaiian as regal as the queens of old; cool Jack, from L.A., who starts a gang and dares Sonny to be brave enough, cruel enough, to join; mysterious Melanie, who steals his heart; and Deeps, the shark hunter. But the most memorable character is the sea itself: inviting, unpredictable, deadly.

PRE-READING ACTIVITY
Tell students that this story collection is set in Hawaii. Ask them to write a short paper about what it would be like to grow up there. Instruct them to consider things like the geography, what people do for leisure, and how people make a living. Allow time for peer editing and rewriting. Then have them share their papers in class.

QUESTIONS FOR GROUP DISCUSSION
Discuss what Sonny means when he says, “Dad was still a mystery, a quiet shadowy man. I saw him every afternoon when the boats came in, but I didn’t really know him.” (p. 3) How well does Sonny’s dad know him? Sonny had been living with Aunty Pearl since his mother died when he was a baby. What makes Sonny’s dad decide that it’s time his son lives with him? How does this change their relationship? What does Sonny learn about his dad after he moves in with him?

Describe Jack Christensen. Why does Uncle Harley think Jack is lonely? Explain what Sonny means by “Jack knew so much more about the world than we did.” (p. 55) Jack forms a group called the Black Widows. Why do Sonny and Keo want to join? What is Grampa’s view of the Black Widows? How does his dad react when Sonny tells him that he has to shoot a cat to be a Black Widow? Explain what Sonny means when he says, “Now Keo was a Black Widow and almost a stranger.” (p. 59) How does the gang change Keo? What causes Sonny to change his mind about the Black Widows?

Correlates to Common Core State Standards W. 6-8.4, 6-8.5. Q. RL. 6-8.2, 6-8.3; SL. 6-8.1, 6-8.3; SL. 6-8.4; L. 6-8.1; L. 6-8.3.
CURRICULUM CONNECTIONS

Language Arts

The novel is a collection of eleven short stories that follows the growth of Sonny and Keo from childhood to young adulthood. Review the five elements of a story: character, setting, plot, conflict, and theme. In class, analyze the first story, “Deep Water.” How is a short story different from a novel? Discuss how they are similar. Allow students to work in pairs to analyze the five literary elements in one of the ten remaining short stories in the book. Students should share their thoughts with the class.

Correlates with Common Core State Standards in Reading: Literature: Key Ideas & Details RL. 6-8.1, 6-8.2, 6-8.3, 6-8.5, 6-8.6; Speaking & Listening: Comprehension & Collaboration SL. 6-8.1, 6-8; Presentation of Knowledge SL. 6-8.4; Language: Convention of Standard English L. 6-8.1; Knowledge of Language L. 6-8.3.

Science

A tidal wave hits Hilo and devastates the entire area. Sonny, Keo, and Grampa Joe go to Hilo in search of Sonny’s dad and Uncle Harley, who were at the fish market there. Discuss what they find when they arrive. Then ask students to use books or websites to find out the difference between a tidal wave and a tsunami, and write a front-page article for Science News about the causes of tidal waves. They should include a description of Hilo after it is hit by the tidal wave.

Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 6-8.2; Research to Build & Present Knowledge W. 6-8.7, 6-8.8, 6-8.9.

VOCABULARY

Ask students to jot down unfamiliar words and try to define them, taking clues from context. Such words may include: fathoms (p. 7), barbaric (p. 8), placid (p. 9), pantie (p. 20), bilge (p. 45), halyards (p. 53), invincible (p. 57), undulating (p. 83), gunwale (p. 89), quiver (p. 149), and resiliency (p. 149).

Correlates with Common Core State Standards in Language: Vocabulary Acquisition & Use L. 6-8.4.

INTERNET RESOURCES

This site acquaints fishermen with state laws pertaining to fishing in Hawaii.

dlnr.hawaii.gov/dar/fishing/fishing-regulations

The official website of the Pacific Tsunami Museum

tsunami.org

The official website of the Hawaii Emergency Management Agency

dod.hawaii.gov/hiema/contact-us/about-us
ABOUT THE BOOK
Fishing. This is it, the big time. Mikey is a deckhand, working for the best skipper anywhere—his stepdad, Bill—on a charter boat in Hawaii. Before Bill came along, it was just Mikey and his mom. Now they’re a real family, and Mikey has a little brother. He can’t believe how lucky he is. And he’s learning from the best, even though he’s only thirteen. Because Bill believes in him. And Mikey won’t let him down. He loves fishing and being out on the boat. But some seas, some fish, and some charter clients are a lot tougher to handle than Mikey ever imagined. Take Ernie and Cal—they chartered Bill’s boat for three days, and they’re out for the adventure of their lives. Now it’s up to Mikey and Bill to deliver it.

PRE-READING ACTIVITY
Ask students to write down ten words that come to mind when they hear the word father. Then ask them to write a brief description of their idea of a good father. Encourage those who wish to share their writing in class. What is the difference between a father and a father figure?

QUESTIONS FOR GROUP DISCUSSION
Bill talks to Mikey about his real father. He says, “Try to forgive him, Mikey. Do that for yourself. He did the best he could.” (p. 12) Discuss how a person can forgive someone they don’t know. Why does Bill think it is important for Mikey to forgive his dad?

Mikey is disappointed when Bill allows Ernie and Cal to lie about the way they caught the prize fish. “What he wanted was to forget it ever happened. The whole thing scared him. It wasn’t supposed to be like that with Bill.” (p. 169) Bill tells Mikey that he has learned that things aren’t only right or wrong, and that he is fully aware he is being dishonest when he allows Ernie and Cal’s catch to be registered as a world-record fish. Ask the class to discuss why Bill changes his mind and allows the fish to go down in the record books. Mikey tells Bill, “What they did is wrong and I can’t go along with it. I’m sorry.” Bill replies, “Why are you letting it bother you so much? It’s my problem, Mikey. Not yours. It shouldn’t matter to you.” (p. 178) Why does it matter to Mikey? Discuss whether Mikey ever truly forgives Bill for lying about the fish. How does communication contribute to forgiveness?

Correlates to Common Core State Standards W. 6-8.4; L. 6-7.1, 6-7.2; L. 6-8.3.
CURRICULUM CONNECTIONS

Social Studies
Display a world map and point out the Hawaiian Islands. Divide the class into seven small groups, and assign each group one of the seven inhabited Hawaiian Islands to research. Ask each group to research the following information: population, geographical features, leading industry, and natural resources. Have each group share their findings in class. Discuss how the islands are alike and how they are different.

Correlates to Common Core State Standards W. 6-8.7, 6-8.8; SL. 6-8.1, 6-8.3; SL. 6-8.4; L. 6-8.1; L. 6-8.3.

Science
Bill studies the weather and the currents, and even uses superstition to determine the best fishing spots. Ask the class to use books or websites to find out how weather conditions affect deep-sea fishing. They may also enjoy searching for some of the superstitions related to fishing. Have students write and design a brochure titled “Fact and Fiction of Deep-Sea Fishing” to distribute to tourists aboard a fishing boat.

Correlates to Common Core State Standards W. 6-8.2; W. 6-8.7, 6-8.8; L. 6-8.1; L. 6-8.3.

VOCABULARY
Ask students to search for words that are associated with boats and fishing and find their definitions. Such words may include transom (p. 15), stern (p. 19), gunnel (p. 20), buoy (p. 20), throttle (p. 36), outrigger (p. 39), gaff (p. 114), and skiff (p. 155). Then ask them to identify other unfamiliar words in the novel and try to define those using clues from the context. Such words may include spigot (p. 8), corrugated (p. 12), undulated (p. 19), mediocre (p. 38), repugnance (p. 58), and ferocity (p. 112).

Correlates to Common Core State Standards L. 6-8.4.

INTERNET RESOURCES
This site provides information about the Kona District of the Big Island of Hawaii.
gohawaii.com/islands/hawaii-big-island/regions/kona

This site discusses the types of fish and peak seasons for fishing in the Hawaiian Islands.
whipsawsportfishing.com/fish-information

This is the official website of the Deep Sea Fishing Conservation Coalition.
savethehighseas.org
ABOUT THE BOOK

Dylan’s scout troop goes camping in Halape, a remote spot below the volcano on the Big Island of Hawaii. The only thing wrong with the weekend on a beautiful, peaceful beach is that Louie, a tough older boy, is there. Louie and Dylan just can’t get along. One night an earthquake rocks the camp, and then a wave rushes in, sweeping everyone and everything away. Dylan and Louie must team up on a dangerous rescue mission. What follows is an amazing story of survival and exploration of the true meaning of leadership.

PRE-READING ACTIVITY

Ask students to read the Author’s Note at the end of the novel and conduct further research on the earthquake that hit Hawaii on November 29, 1975. The following websites are helpful.

wsspc.org/resources-reports/tsunami-center/significant-tsunami-events/1975-hawaii-tsunami/.
devastatingdisasters.com/kalapana-earthquake-hawaii-november-29-1975/

Then ask students to use the information they found to write an acrostic poem using earthquake as the spine word.

QUESTIONS FOR GROUP DISCUSSION

Discuss the interactions of the boys in the scout troop. Why does Louie bully Dylan? What does Dylan mean when he says, “Louie had come into the troop with a chip on his shoulder.” (p. 12) Explain why Mr. Bellows insists that Louie join the troop. Discuss how Louie and Dylan’s relationship changes from the beginning of the novel to the end? What does Dylan learn about Louie when they return home?

Mr. Bellows demanded respect from the boys—respect for nature, your elders, your country, your team, your parents, yourself, and each other. How does respect and teamwork help the boys survive the earthquake? At what point does Louie become part of the team? How does he show respect for Mr. Bellows at the end of the novel? Explain what Dylan means when he says, “The luckiest thing Mr. Bellows ever did in his life was walk into that vacant warehouse.” (p. 185)

Correlates to Common Core State Standards RL. 6-8.2, 6-8.3; SL. 6-8.1, 6-8.3; SL. 6-8.4; L. 6-8.1; L. 6-8.3.
CURRICULUM CONNECTIONS

Language Arts
Masa tells the boys that the small white dog they saw one night was an incarnation of Pele, a goddess of the island. Reread the story of Pele that Masa tells the boys. (pp. 97–99) Then have students write and illustrate the legend as a ten-frame comic strip.

Correlates to Common Core State Standards W. 6-8.3; L. 6-8.1; L. 6-8.3.

Science
Have students work in small groups and research volcanoes and earthquakes in Hawaii. They can use volcanoes.usgs.gov/observatories/hvo/hvo_earthquakes.html to get started. Instruct them to develop a PowerPoint presentation to be given to tourists visiting the islands. Include a map that pinpoints the locations of volcanoes and earthquakes, as well as information about the relationship between them, the most recent events, how they are monitored, and the hazards they pose to the islands and their people.

Correlates to Common Core State Standards W. 6-8.2; W. 6-8.5; W. 6-8.7, 6-8.8; L. 6-8.1; L. 6-8.3.

VOCABULARY
Ask students to jot down unfamiliar words and try to define them, taking clues from context. Such words may include: escarpment (p. 21), precipice (p. 26), fissure (p. 31), desolate (p. 31), silhouettes (p. 68) catchment (p. 69) hydrated (p. 71), disintegrated (p. 72), desolate (p. 77), epicenter (p. 102), and delirium (p. 150).

Correlates to Common Core State Standards L. 6-8.4.

INTERNET RESOURCES
The official website of Boy Scouts of America
scouting.org
The official website of the United States Coast Guard
uscg.mil
PRISONERS OF THE EMPIRE SERIES

Under the Blood-Red Sun
Winner of the Scott O’Dell Award for Historical Fiction
Grades 7 & Up • F&P: W • Lexile: 640L
TR: 978-0-385-38655-5
Also available as an audiobook

Eyes of the Emperor
Grades 7 & Up • F&P: Y • Lexile: HL600L
PB: 978-0-385-38656-2
EL: 978-0-307-52315-0

House of the Red Fish
Grades 7 & Up • F&P: W • Lexile: 610L
PB: 978-0-385-38657-9
EL: 978-0-307-53098-1

Hunt for the Bamboo Rat
Grades 7 & Up • Lexile: HL510L
PB: 978-0-375-84267-2
EL: 978-0-307-97970-4
ABOUT THE BOOKS

Under the Blood-Red Sun is the first of the Prisoners of the Empire books, about Japanese Americans in Hawaii during World War II. Tomikazu Nakaji is in eighth grade at Roosevelt High School when Pearl Harbor is bombed on December 7, 1941. He and his friend Billy Davis are playing in a field near their home when the bombing occurs. Tomi recognizes the blood-red symbol on the fighter planes and realizes that the native land of his parents and grandfather is now the enemy. His father and grandfather, along with other Japanese Americans, are arrested and taken to internment camps, and his mother’s job in the home of Mr. and Mrs. Wilson is jeopardized because of her ethnicity. To make matters worse, Tomi’s father’s fishing boat is sunk, and the family is forced to bury their cherished Japanese belongings.

In Eyes of the Emperor, Eddy Okubo lies about his age and enlists in the United States Army in 1941. His father, a Japanese man, denounces his son’s decision. But when Pearl Harbor is bombed, Mr. Okubo is ashamed of his country, and gives Eddy his blessing: “You go. Fight for your country. Die, even. But die with honor.” (p. 41) Eddy tolerates unimaginable indignity in the army because of his Japanese heritage. It takes friendship and an innate sense of honor for Eddie to survive.

Set in 1943, House of the Red Fish follows the life of the Nakaji family as they struggle to make ends meet in the absence of Mr. Nakaji, who was arrested and sent to an internment camp. They continue to face bigoted islanders, especially Keet Wilson and his buddies. Tomi, who is now the man of the family, sets out to find his father’s sunken fishing boat and raise it from the water as a symbol of hope that his family will one day be made whole again. By his side are his good friend Billy Davis and Billy’s father.

Zenji Watanabe, the main character in Hunt for the Bamboo Rat, has a gift for languages. Colonel Blake, his Junior Reserve Officer Training Corps (JROTC) instructor in high school, recommends him for a special assignment in the Philippines. Since Zenji isn’t yet eighteen, he must first get the consent of his widowed mother. After she reluctantly agrees, Zenji is shipped off to Manila and given a code name, civilian clothes, and a room at a Japanese-owned hotel. He soon learns that he is part of the intelligence unit of the United States Army. When the Japanese take the Philippines, Zenji is imprisoned, interrogated, and tortured. Through it all, he remains loyal to the US war effort.
PRE-READING ACTIVITY
Have students read about Franklin D. Roosevelt’s Executive Order 9066, which called for the internment of Japanese Americans after the bombing of Pearl Harbor on December 7, 1941. They can start with this website: archives.gov/historical-docs/todays-doc/?dod-date=219. Have them outline the text of this order. Why was it so controversial? Eleanor Roosevelt was committed to human rights. Have students write a letter that she might have written to the president stating her opposition to this order. Correlates to Common Core State Standards RI.5–8.1, RI.5–8.2, RI.5–8.3; RI.5–8.8; W.5–8.3.

QUESTIONS FOR GROUP DISCUSSION
Ask students to explain the term racial profiling, also called ethnic profiling. How is it related to bigotry? Discuss how Japanese people and Japanese Americans were victims of bigotry during World War II. How was the US government guilty of racial profiling?

In Under the Blood-Red Sun and House of the Red Fish, Mr. Wilson employs Tomi’s mother, yet he has prejudices against the Japanese. Explain why he is willing to use Mrs. Nakaji as a servant but threatens her family. How does he instill the same prejudices in his son, Keet? At one point, Mr. Wilson tells Mrs. Nakaji not to come to work. Who convinces him to take her back? Why is she so willing to return to the Wilsons’ house? What might have happened if she refused?

Trace each main character’s journey toward manhood. What is the turning point in their journey? Who guides them along the way? How does their Japanese upbringing contribute to their journey?

How does each character display courage? Explain how Zenji’s courage in Hunt for the Bamboo Rat is driven by the trust that Colonel Blake has in him. In Eyes of the Emperor, Major Parrish tells Eddy and the other soldiers on Cat Island that they have proved their worth, and they are sent to Europe. Discuss Eddy’s comment, “I was a US Army soldier. I did my job. Nobody beat me down.” (p. 220) What does this say about his courage?

Cite scenes from the four novels that support the Japanese belief in patience, order, and honoring family. Discuss how Tomi Nakaji (Under the Blood-Red Sun and House of the Red Fish), Eddy Okubo (Eyes of the Emperor), and Zenji Watanabe (Hunt for the Bamboo Rat) are sometimes in conflict with their Japanese culture. What creates this conflict? Describe moments when they are proud of their heritage. Discuss how each of these characters brings honor to his family.
In *Eyes of the Emperor*, Eddy and Cobra capture a Japanese soldier off the coast of Hawaii. The Japanese soldier, Sakamaki, asks to be killed because he is deeply ashamed. (p. 85) Sakamaki lived by the Bushido code of the samurai, who believed surrender and capture were shameful. (p. 113) Explain how this belief is reflected in Eddy’s father’s comment: “Die, even, but die with honor.” (p. 41) Discuss how Zenji’s mother supports this belief in *Hunt for the Bamboo Rat* when she says, “Death is more acceptable than cowardice.” (p. 63) Explain how both young men take the Bushido code to heart when they are in the trenches.

Discuss the symbolism of the samurai sword and the blood-red sun emblem in *Under the Blood-Red Sun* and the red fish in *House of the Red Fish*. At what point does Tomi come to understand the true meaning of the sword? Locate and discuss other symbols in the novels.

Graham Salisbury uses figurative language to create certain images: “The flames snapped out like a match in a hurricane” (*Eyes of the Emperor*, p. 16) is an example of simile. “Another dark plane charged down on us from behind, screaming out of the valley from the mountains” (*Under the Blood-Red Sun*, p. 107) is an example of personification. Find other examples of figurative language in the four novels. What do they describe?

*Under the Blood-Red Sun, Eyes of the Emperor*, and *House of the Red Fish* are written in first person. *Hunt for the Bamboo Rat* is written in third person. Discuss how the point of view affects a reader’s interpretation of events such as the bombing of Pearl Harbor. Why do you think Salisbury wrote the fourth novel in third person?

CURRICULUM CONNECTIONS

In *Hunt for the Bamboo Rat*, Zenji’s mother writes poetry in her own seven-line style: one word, two words, three words, four words, three words, two words, one word. (p. 9)

Ask students to write a poem in Mrs. Watanabe’s style that one of the main characters might write about his feelings in the following situations.

• Tomikazu Nakaji (*Under the Blood-Red Sun*): the day he is forced to kill his father’s pigeons
• Tomikazu Nakaji (*House of the Red Fish*): the day he stands up to Keet Wilson
• Eddy Okubo (*Eyes of the Emperor*): the day he sees the Japanese camp in Wisconsin
• Zenji Watanabe (*Hunt for the Bamboo Rat*): the day he confronts Colonel Nakamichi and John Jones and realizes his war is over

Allow time in class for students to read their poems aloud.

Correlates to Common Core State Standards W.5–8.4; SL.5–8.6; L.5–8.3.

Graham Salisbury conducted extensive research about Japanese Americans during World War II, and uses historical events, places, battles, and people (for example, the attack on Pearl Harbor, the Battle of Bataan, the Battle of Midway, Cat Island, Japanese American internment camps, the Tripartite Pact, General Douglas MacArthur, General Jonathan Wainwright) in the Prisoners of the Empire books. Divide the class into four groups and ask them to use books in the library or the internet to verify the accuracy of the details of these topics. Have them prepare a presentation comparing the depictions of events in the novels with the actual historical information. Tell them to include illustrations or photographs. Make the presentation available to other students on the schoolwide network. Make sure students cite sources used.


The University of Utah has archived photographs of life in Japanese American internment camps during World War II. Instruct students to view the online gallery (lib.utah.edu/collections/photo-exhibits/tule-lake.php) and write an appropriate caption for each picture. Explain why these pictures are primary sources.

Correlates to Common Core State Standards W.5–8.2.
VOCABULARY

Japanese words are defined within the text or in a glossary in the back of the books. Other vocabulary isn’t difficult, but students should be encouraged to jot down unfamiliar words and try to define them, taking clues from context. In Under the Blood-Red Sun: tiller (p. 49), gunwale (p. 57), averted (p. 64), tilly (p. 70), maneuvers (p. 86), submerged (p. 238), criminny (p. 239); in House of the Red Fish: confiscated (p. 7), corrosion (p. 13), gingerly (p. 47), persevere (p. 81), salvaging (p. 141), pathetic (p. 157), alien (p. 171), contorted (p. 273); in Eyes of the Emperor: bivouac (p. 64), insubordination (p. 98), stalwart (p. 219), camaraderie (p. 224), pristine (p. 225); in Hunt for the Bamboo Rat: imperceptibly (p. 18), conspicuous (p. 66), machetes (p. 75), disembarking (p. 76), theoretically (p. 92), pretense (p. 96), expansionism (p. 99), diplomatic (p. 104), incredulous (p. 121), constabulary (p. 142), reverberated (p. 176) and vengeance (p. 327).

INTERNET RESOURCES

The History Channel discusses the internment of Japanese Americans during World War II.
History.com/topics/world-war-ii/japanese-american-relocation

This site provides a timeline and discussion of the invasion of the Philippines during World War II.
ww2db.com/battle_spec.php?battle_id=46

This site gives a biography of General Douglas MacArthur, including his role in the Philippines during World War II.
ww2db.com/person_bio.php?person_id=3

This is the official website of the National World II Memorial in Washington, DC.
WWIImemorial.com

This site provides a video and transcript of Franklin D. Roosevelt’s “Pearl Harbor Address to the Nation” on December 8, 1941.
AmericanRhetoric.com/speeches/fdrpearlharbor.htm
ABOUT THE AUTHOR

Graham Salisbury’s family has lived in the Hawaiian Islands since the early 1800s. He grew up on Oahu and Hawaii and graduated from California State University. He received an MFA from Vermont College of Norwich University, where he was a member of the founding faculty of the MFA program in writing for children. He lives in Portland, Oregon.

Graham’s books have won many prizes and state awards. Blue Skin of the Sea won the Bank Street Josette Frank Award (1992); Under the Blood-Red Sun won the Scott O’Dell Award for Historical Fiction, the Oregon Book Award, Hawaii’s Nene Award, and the California Young Reader Medal; Lord of the Deep won the Boston Globe–Horn Book Award. He has also written the Calvin Coconut series for younger readers.

Graham Salisbury is a recipient of the John Unterecker Award for Fiction and the PEN/Norma Klein Award. Visit him online at grahamsalisbury.com.

ALSO BY

GRAHAM SALISBURY

Calvin Coconut

A humorous chapter book series about a fourth-grade boy, full of the fun of growing up in Hawaii