English I and English I Honors- Ms. Dean
Summer Reading

Welcome to high school English. I am excited to meet you in August and hope you enjoy the summer. Below you will find your summer reading assignment. You may make a copy of this document and complete the questions on the document; however, you must **print them out for the first day of school. You will write your journal by hand on loose-leaf paper without fringe.** You must have a personal copy of the novel that has not been previously annotated by another student. You must have a physical, paperback copy of this novel to annotate and bring to class, even if you choose to listen to an audiobook while accompanying your reading.

Complete the following work prior to reading the novel:

1. **Vocabulary Words:**
Write down the definition of the following words:

- reparations
- terrain
- internment
- descent
- complex
- persistent

2**. Directions:** Click on the link below and watch the four minute video. After you are finished, answer the questions.
https://www.history.com/topics/world-war-ii/japanese-american-relocation

1. What major event in history resulted in the American government choosing to force the Japanese Americans into internment camps?
2. What year was it when this major event occurred?
3. How many Japanese Americans were forced into internment camps, and how long did they live there?
4. What happened to their belongings and homes before the war?
5. Where were the camps and what was the terrain like around them? What did their homes become?
6. What was remarkable about how the Japanese Americans adjusted to the camps?
7. In 1988, President Ronald Regan said that the reparations that the American government paid the Japanese were not as much about a payment of money but "admitting a wrong." From the video, what "wrong" was he referring to?
8. Look at a world map and find China and Japan. Using as much detail as you can from the map, describe the similarities and differences between the two countries.
9. Find Seattle, Washington on the map and describe its location in the country.

Work to complete while reading:

Assignment: The two protagonists, Henry and Keiko, are fourteen-year-olds living in Seattle, Washington during World War II. Both are American citizens; however, Henry is of Chinese descent and Keiko is of Japanese descent. During the war, the Chinese and Japanese were on opposite sides fighting against each other. As Americans, Henry's and Keiko's experiences are complex because they are also influenced by their Chinese and Japanese cultures. While

reading, you will annotate for **characterization** (how the character grows and what traits he/she acquires throughout the novel). You will also follow **theme** development (places where you think the author is developing a topic that he wants you to think about).You will also journal using the ideas and prompts provided to help you focus your reading.

1. Directions for annotating:
Annotating means highlighting or underlining <u>in your book</u> and then writing a few words, a phrase, or sentence on your thoughts about what you underlined.
In your book, you will take notes on the development of the characters by labeling and recording your thoughts about their characteristics and how they change.
2. Directions: After each of the five sections of reading (sections below), do the following:

1. Using the first eight ideas, write your journal entries.
2. **You must use a different prompt** for each journal entry and relate the question in the prompt to the pages you read. You do not need to use the prompts in any particular order.
3. For the last journal entry (pages 264-end), you will use number nine as your prompt.

Sections to journal after:

1. Pages 1-60
2. Pages 61-124
3. Pages 125-185
4. Pages 186-245
5. Pages 246- End

Journal Ideas (use these ideas to help you start your journal entries):

1. How do the minor characters influence Keiko and/or Henry? What is their purpose in the novel? Think about how they add to the conflict or character development of the main characters.
2. How and why does the conflict change or not change the homes in which Keiko and Henry live?
3. How do the Japanese and Chinese cultures influence the homes in the novel? How are Henry's and Keiko's experiences in their homes similar and different?
4. How does American culture at the time of the setting influence both characters?
5. How are the Sacred Heart's five goals demonstrated or not demonstrated in the novel?
6. What evidence of racism do you see in the novel? How and why does it affect the lives of the two main characters?
7. How do both characters demonstrate resilience?
8. Why and how do Henry and Keiko become friends so quickly?

9. **For the last journal entry,** think and write about the following ideas: How does the American government affect the characters and their families within the novel? Why do you think the government decided to give the Japanese Americans reparations? Do you think the government's reparations were appropriate in 1988, why or why not? Why do you think it is important for Americans to know about the internment history of the Japanese Americans and to read novels like *On the Corner of Bitter and Sweet*? Are there any connections between the historical events in the novel to current events?

Looking forward to meeting you soon! Enjoy your summer.