

Reading Comprehension (D)

- D1: Reading Graphs and Statistics
- D2: Reading Haiku
- D3: Reading Political Cartoons
- D4: Reading the Poetry of Lawson Fusao Inada
- D5: Reading Charts and Statistics
- D6: Reading Weather Facts
- D7: Letters From the Camps
- D8: Daniel Inouye
- D9: *Under One Flag: A Year at Rohwer*
- D10: Student Portfolio Presentations

ARKANSAS CURRICULUM FRAMEWORK

Strand: Reading

Standard 9: Comprehension

- R.9.4.1 Organize prior knowledge and new information to make meaning of the text
- R.9.4.2 Make connections that demonstrate a deeper understanding of text related to self, text, and/or world
- R.9.4.9 Use inferences to expand understanding of content knowledge
- R.9.4.11 Read a text for a variety of purposes

Standard 10: Variety of Texts

- R.10.4.16 Discuss poetry to determine meaning

Name _____ Date _____

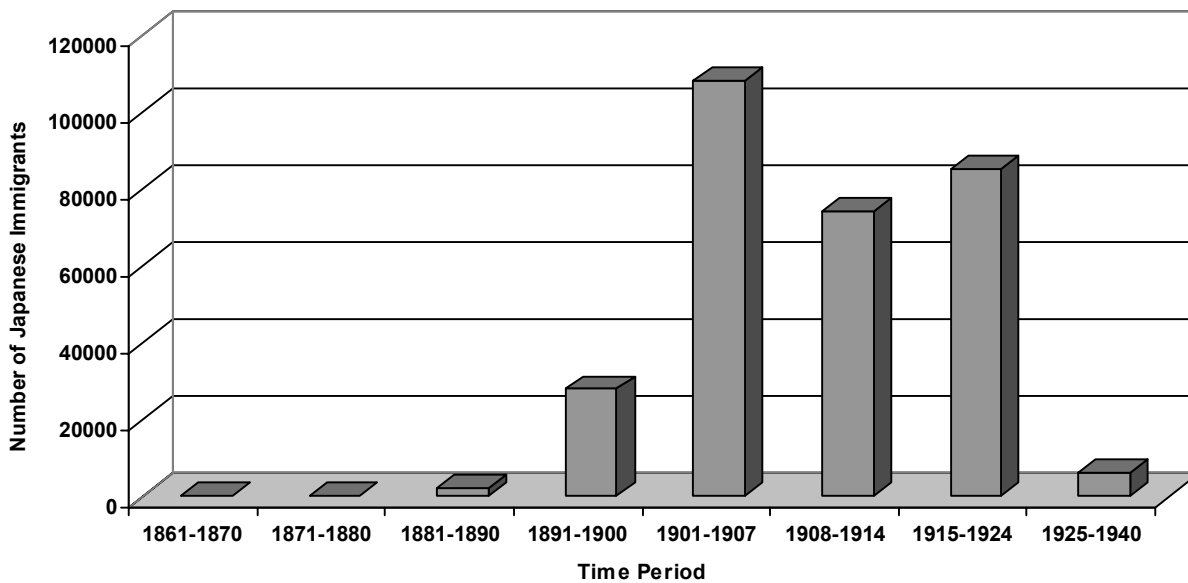
Reading Graphs and Statistics D1

Student Activity Sheet

Japanese Immigration to the United States

The first Japanese immigrants came to the United States in search of a better life. Some left Japan because wages were low or because they were forced to leave their land. Many of the Japanese were skilled farmers and were willing to work hard and travel. This made labor agents seek them out for work in sugar plantations in Hawai'i. Some of those Japanese who moved to Hawai'i later moved to the mainland of the United States. Others moved directly from Japan to the West Coast of the United States in search of jobs.

Japanese Immigration to the U.S.



<u>Time Period</u>	<u>Number of Japanese Immigrants</u>
1861-1870	218
1871-1880	149
1881-1890	2,270
1891-1900	27,982
1901-1907	108,163
1908-1914	74,478
1915-1924	85,197
1925-1940	6,156

Answer the following questions.

1. In which time period did the greatest number of Japanese immigrants enter this country? _____

2. In which time period did Japanese immigration begin? _____

3. In which time periods did fewer than 1,000 Japanese immigrate? _____

4. Which time period saw the greatest decrease in immigration? _____

5. Why do you think immigration decreased so much during this time period? _____

6. Which time period saw the greatest increase in immigration? _____

7. Why do you think immigration increased so much during this time period? _____

Name _____

Date _____

Reading Haiku D2

Student Activity Sheet

Haiku is a type of Japanese poetry. Traditional haiku is usually written about nature, but often expresses emotions about the painful realities of life. This style of poetry speaks through its silence, through what is not expressly stated in words. One poet said "Haiku is only one-half of the circle; it invites each reader to join the poet to complete the other half."*

In a haiku the first line has five syllables, the second line has seven syllables and the third line has five syllables. Count the syllables in the following haiku.

LAST NIGHT MOON (114)
In the summer sky
Hangs the last night moon, so faint
Yet so clear on high.

THE MISSISSIPPI RIVER (117)
Under the low grey
Winter skies water pushes
Water on its way.

AT DENSON, ARKANSAS (117)
'Gainst the inky sky
The lightning paints the great oak
As it flashes by.

A FALLING ACORN (120)
With a chilly, light
Sound a filling acorn rolls
Down the roof at night.**

1. In "Last Night Moon" which words do you think create the mood of the haiku? _____

2. What emotions do you think the poet is expressing? _____

3. Which of these poems do you like the best? Why? _____

4. In "At Denson, Arkansas" why do you think the writer use 'gainst instead of against? _____

*de Cristoforo, Violet Kazue, ed. *May Sky There is Always Tomorrow: An Anthology of Japanese American Concentration Camp Kaiko Haiku*. Los Angeles: San and Moon Press, 1997.

** Shôson (Kenneth Yasuda). *A Pepper-Pod: A Haiku Sampler*. Rutland, Vermont: Charles E. Tuttle Company, Inc., 1976