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**Study Guide**

for

**So Far from the  
Bamboo Grove**

by Yoko Kawashima Watkins



**Mc  
Graw  
Hill** **Glencoe  
McGraw-Hill**

New York, New York   Columbus, Ohio   Woodland Hills, California   Peoria, Illinois

# Meet Yoko Kawashima Watkins



*I competed with life and death when young.  
And I won.*

—Yoko Kawashima Watkins

**Y**oko Kawashima Watkins doesn't feel a need to compete with anyone for anything in life. After her childhood experiences, she seems satisfied simply to be alive.

Yoko Kawashima was born to Japanese parents in 1933. Her family lived in Manchuria, where Yoko's father—a Japanese government official—was stationed. Manchuria, a region in northeastern China, had been under Japanese control since 1931. The family later moved to Nanam, a town in northern Korea, where Mr. Kawashima was overseeing Japanese political interests. Japan had taken control of Korea in 1910.

Although the Kawashimas lived in Korea, Yoko, her brother Hideyo, and her sister Ko followed many Japanese traditions. Yoko practiced calligraphy, the art of serving and receiving tea, and classic Japanese dance.

The Kawashimas were able to live comfortably in Korea until July 1945. At that

point, it became clear that Japan was losing World War II. To ensure their safety, Yoko, her sister, and her mother had to flee from Korea, where the occupation by the Japanese was deeply resented, and make their way to Japan. The Kawashimas' life of comfort quickly changed to a life on the run. Despite terrible hardships, Yoko survived.

After finishing her secondary schooling, Yoko attended an experimental English language-based program at Kyoto University, in Japan. She graduated and worked as a translator at a United States Air Force Base in Aomori, Japan—where she met her future husband. In 1953 she married Donald Watkins, an American pilot. Her husband was transferred to the United States in 1955. The couple lived in Minnesota, Wisconsin, and Oregon, then settled in Brewster, Massachusetts, where they still live. Yoko and Donald Watkins raised four children.

In 1976 Watkins began writing *So Far from the Bamboo Grove*. After struggling with her own painful memories, Watkins published her story in 1986. *So Far from the Bamboo Grove* has won many awards, including one from the American Library Association. In 1994 she published another story of her youth in her autobiographical novel *My Brother, My Sister, and I*. This novel describes Yoko, Ko, and Hideyo's struggle to live in a Japan that was ravaged by war. Watkins also has published a collection of Japanese folktales called *Tales from the Bamboo Grove*.

In addition to writing about her experiences, Watkins also gives lectures calling for an end to war. She visits many schools, answering questions and giving advice to students. Watkins tells students that even though they suffer, they should be grateful because suffering can make them better people. "All wisdom comes from suffering," she says.

# Introducing the Novel

*Far too often we only see refugees en masse [as a group] rather than as individuals fleeing from a situation not of their making and one they are powerless to change.*

—Colonel William R. Corson  
(served in the Korean War)

Yoko Kawashima Watkins's autobiographical novel is a testament to love of family and to the endurance of the human spirit. It provides readers with an inside look at the fears and hopes and dreams of a family caught in the web of war.

*So Far from the Bamboo Grove* begins in northern Korea in July 1945, near the end of World War II, and ends in April 1946 in Japan. By 1945 Japan, Germany, Italy, and the other Axis countries were losing the war against Great Britain, the United States, the Soviet Union, and the other Allied countries.

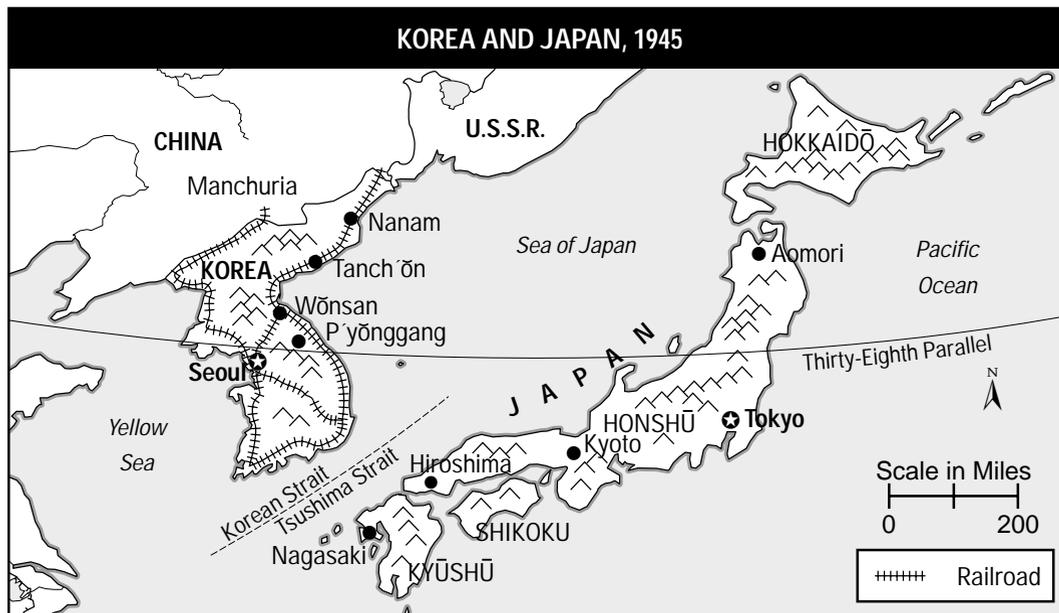
## THE TIME AND PLACE

In *So Far from the Bamboo Grove*, the Kawashimas are a Japanese family living in Korea. Even before World War II, tension was

growing between Korea and Japan. The Japanese had controlled Korea since 1910, and many Koreans resented their presence.

Japan and Korea have a history of hostility. During the late 1800s, Korea had a policy of isolation, but Japan wanted to trade with Korea because of its geographical position. Korea is on a peninsula near Japan, China, and Russia, which makes it a desirable hub for trade. When Korea resisted Japan's advances, the Japanese military forced Korea to sign a treaty of trade and friendship. As a result, several Korean ports were opened to Japanese ships, goods, and influence.

China, located on the other side of Korea, watched closely as Japan carved out its relationship with Korea. The Chinese did not want the Japanese to hold any influence or power in Korea. They used this new trade agreement as an excuse to interfere in Korean affairs. China forced Korea to sign a treaty of trade that favored Chinese merchants. Korea then signed treaties with other nations and "opened its



doors” to goods and influence from many European nations as well as the United States.

Japan and China continued to struggle for dominance in Korea. A Korean rebellion in 1894 resulted in a war between Japan and China. Japan won and began giving orders to the Korean government.

To the north of Korea, Russia watched as these events took place. Competition between Japan and Russia led to the Russo-Japanese War in 1904. Japan won the war, and Russia had to sign a treaty that recognized Japan as having unquestioned authority in Korea. Finally, in 1910, Japan took full control of Korea.

Japan established military and governmental control in Korea and denied Koreans basic rights, such as the right to assemble. Freedom of speech and freedom of the press were also eliminated or strictly limited. The Japanese closed Korean schools and opened new ones.

Korean students had to study the Japanese language and were forbidden to study Korean language or history. Many Koreans deeply resented Japanese control.

Japan’s surrender to the Allies in 1945 marked the end of nearly thirty-six years of Japanese rule in Korea, but Korea did not gain its independence. The Allies decided that, after so many years of foreign rule, Korea would not be able to govern itself immediately. China, Great Britain, the Soviet Union, and the United States set up a trusteeship, which meant the four countries would supervise the governing of Korea.

Korea was divided along the thirty-eighth parallel. The area north of this line was occupied by the Soviet Union. The land south of this line was occupied by the United States. In 1948 Korea was officially divided into two separate republics: North Korea and South Korea.

### Did You Know?

In the spring of 1945, Japan was being bombed almost continuously by Allied military forces. The Japanese fleet was destroyed. Japan was desperate, but refused to surrender. By late summer, the Allies were planning a major ground attack on the island of Kyushu, Japan. Though the Japanese were losing elsewhere, the Allies knew that there were still two million Japanese soldiers who would defend the island to the bitter end. With that in mind, President Truman decided to take a drastic step to end the war.

In late summer, the United States, Great Britain, and China gave Japan a chance to surrender. Japan did not respond. President Truman decided to make use of the atomic

bomb that had been successfully tested in mid-July. A military and industrial target was chosen—the city of Hiroshima. On August 6, 1945, the bomb was dropped. It exploded several hundred feet above ground. The blast destroyed about sixty percent of the city. An estimated 70,000 people died at the moment of the explosion.

Japan’s Emperor Hirohito wanted to surrender, but the military branch of his government refused. A second atomic bomb exploded on August 9 over Nagasaki. Forty percent of the city was destroyed, and approximately 39,000 people died in the explosion. Still, Japan’s military high command did not consent to surrender until August 14, 1945.

# Before You Read

## *So Far from the Bamboo Grove* Chapters 1–3

### FOCUS ACTIVITY

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What qualities do survivors have?

#### Share Ideas

Working in a small group, discuss survivors. What qualities do you think they possess? What kinds of behavior do they display? Share your group's ideas with the class.

#### Setting a Purpose

Read to find out about an eleven-year-old girl and her ability to survive hardship.

### BACKGROUND

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#### Did You Know?

In the novel, Yoko has a Mt. Fuji paperweight that has been in her family a long time. She looks at the likeness of the beautiful mountain and dreams of seeing her homeland. When the Japanese army police take her paperweight, Yoko experiences helpless rage. Fujiyama, also known as Mt. Fuji, is Japan's highest mountain—rising to 12,388 feet. Mt. Fuji is a sacred symbol of Japan. For Yoko, her paperweight is a symbol of her heritage—an object that connects her to the homeland she has never seen. Many Japanese people have a sense of personal identification with the mountain. More than 100,000 Japanese climb to its peak each year and visit the many shrines and temples along the way. Mt. Fuji's name means “everlasting life.”

#### Korea and Japan

At their closest point, the Korean Peninsula and Japan are only about 140 miles apart, yet their people and cultures are distinct. The natural, geographic separation of Japan from Korea and other neighbors has helped the Japanese maintain social and cultural differences.

The interior of Korea is mountainous, which is one reason the railroads tend to hug the coasts. The major cities also lie along the coastal area. Korea's active shipping and trading depend on its many ports. The map on page 10 shows Korea in 1945, three years before the country was formally divided into the two separate republics of North Korea and South Korea. As you learned earlier, the border they share runs along the thirty-eighth parallel.

### VOCABULARY PREVIEW

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**chemise** [shə mēz ' ] *n.* a woman's one-piece undergarment, similar to a slip

**evacuate** [i vak ' ū āt ' ] *v.* to move away from a place, especially for protection

**futon** [fōō ' ton] *n.* a thin mattress placed on the floor for use as a bed

**khaki** [kak ' ē] *adj.* light yellowish brown

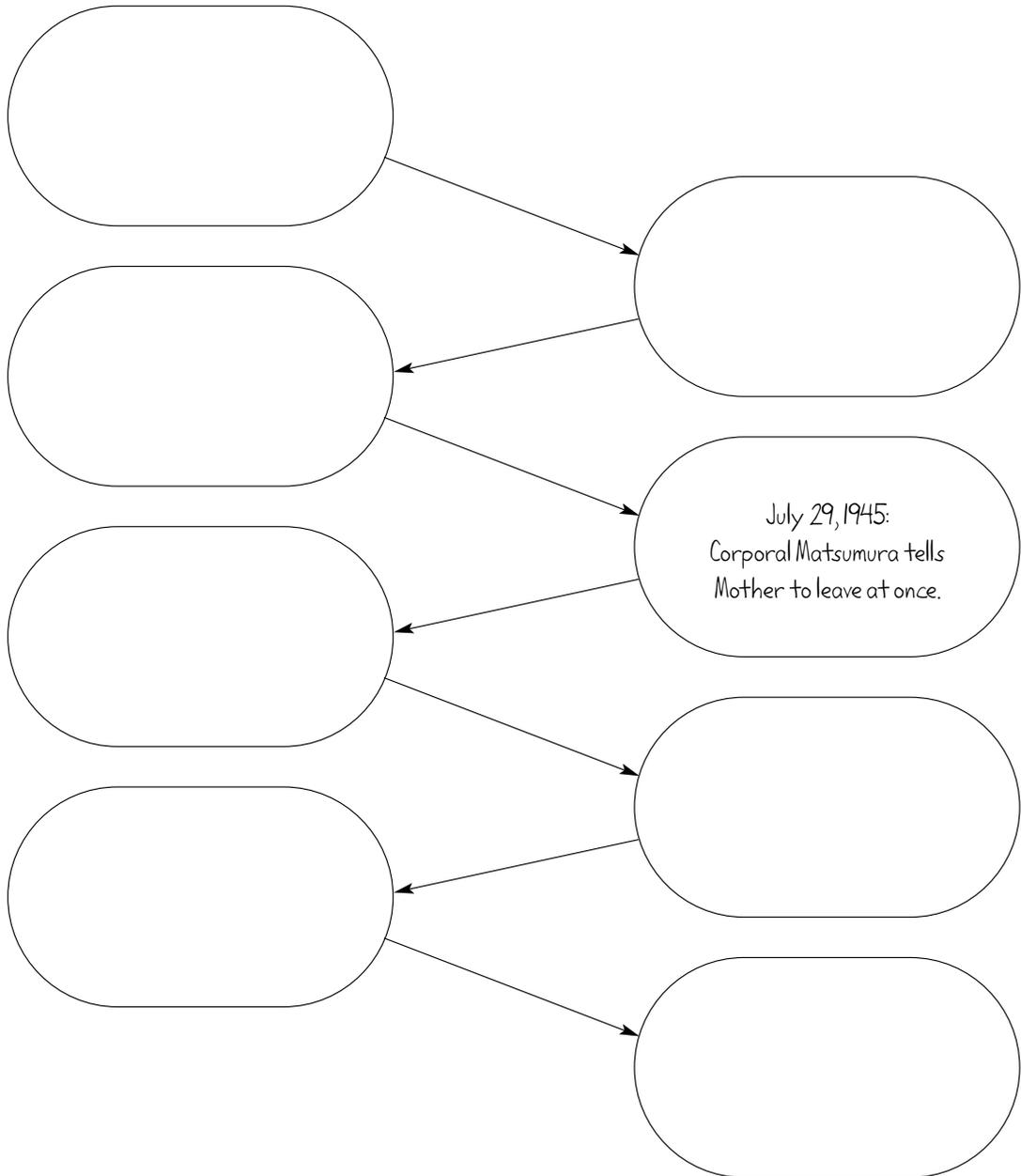
**rucksacks** [ruk ' saks] *n.* backpacks

**torrents** [tôr ' ənts] *n.* violently rushing streams of water

# Active Reading

## *So Far from the Bamboo Grove* Chapters 1–3

The author uses a technique called **flashback** in the first chapter. She speaks of leaving home, then “flashes back” to several events that led up to that day. Use the sequence chain on this page to track the major events that occur in chapters 1 through 3. List the events in the order in which they occur.



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# Responding

## *So Far from the Bamboo Grove* Chapters 1–3

### Personal Response

What reactions did you experience while reading about the first few weeks of the Kawashimas' flight from the bamboo grove?

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### Analyzing Literature

#### Recall and Interpret

1. Why does Yoko's family live in Korea? How does being Japanese affect them as the war develops?

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2. How do the Kawashimas act toward the patients on the train? What does their behavior reveal about their values and character?

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3. What saves the Kawashimas from the Korean communist soldiers? What is ironic about this situation?

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# Responding

## *So Far from the Bamboo Grove* Chapters 1–3

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. Yoko refers to her sister Ko as “Honorable Sister.” Sometimes, however, they exchange words that are not very honorable. What sort of relationship do they have? Why does Ko seem “bossy” to Yoko?

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5. Yoko, Ko, and their mother face exhaustion, hunger, danger, and fear on the way to Seoul. How does the life-or-death situation affect their ability to deal with hardship? Do you think most people would react to this situation in a similar way? Why or why not?

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### Literature and Writing

#### Writing a Letter

How do you think Yoko, Ko, and their mother felt about leaving Hideyo behind? What do you think would have happened if they had stayed and waited for him? Do you think they made the right choice? From the mother’s perspective, write a letter to Hideyo explaining why they had to leave without him. Include instructions for meeting him later in Seoul.

#### Extending Your Response

##### Literature Groups

Readers become well acquainted with Yoko and her family in the opening chapters of the novel. In your group, discuss what kind of person Yoko is. What makes up her character? Identify passages in the first three chapters to support your conclusions. Then review the discussion you had in the **Focus Activity** on page 12. Compare your ideas with the qualities you have identified in Yoko. Discuss whether Yoko has the qualities of a survivor.

##### Learning for Life

Before the family flees the bamboo grove, Yoko is a typical young girl. She attends school, does lessons and chores, and has likes and dislikes. Use what you learned about Yoko in chapter 1 to make a list of the goals she might have for herself. Then make a list of the goals she might have after the family flees. Compare the two lists. How do they differ?

Now list some of your own goals. Are these goals different from the goals you had a few years ago? Do you think they will change a few months or a few years down the road? Talk with several classmates about whether young people should try to keep the same goals, or whether they should change their goals as they grow and mature.



Save your work for your portfolio.

# Before You Read

## *So Far from the Bamboo Grove* Chapters 4–7

### FOCUS ACTIVITY

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When was the last time you had high expectations about something? Were your expectations met or were you disappointed?

#### Quickwrite

Have you ever wanted to visit a place, but been disappointed when you actually arrived? Spend several minutes writing about the experience. Why do you think you were disappointed?

#### Setting a Purpose

Read to find out what happens to Yoko's high expectations.

### BACKGROUND

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#### Time and Place

At the end of chapter 3, Yoko, Mother, and Ko continue walking toward Seoul, wearing the uniforms of the dead Korean communist soldiers. Seoul is the capital of South Korea and its largest city. In July 1945, before Korea was divided into North and South Korea, Seoul was the capital of all of Korea. During World War II, Seoul was also the seat of Japanese power in Korea. This made it a place where the Kawashimas were more likely to be safe—at least as long as the Japanese remained in power. When the Kawashimas arrive in Seoul, however, they learn some startling news that puts them in great peril. Meanwhile, Hideyo and his friends at the munitions factory are swept up in events that threaten their very survival.

### VOCABULARY PREVIEW

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**attire** [ə tīr'] *n.* clothing

**commotion** [kə mō' shən] *n.* noisy confusion

**dehydrate** [dē hī' drāt] *v.* to dry up

**munitions** [mū nish' əns] *n.* ammunition

**ominous** [om' ə nəs] *adj.* threatening

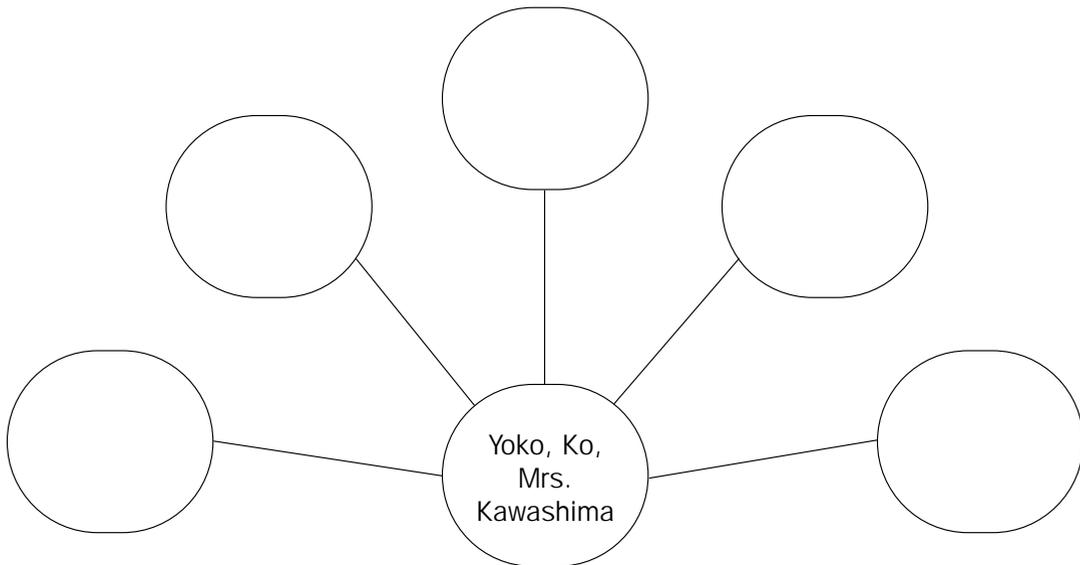
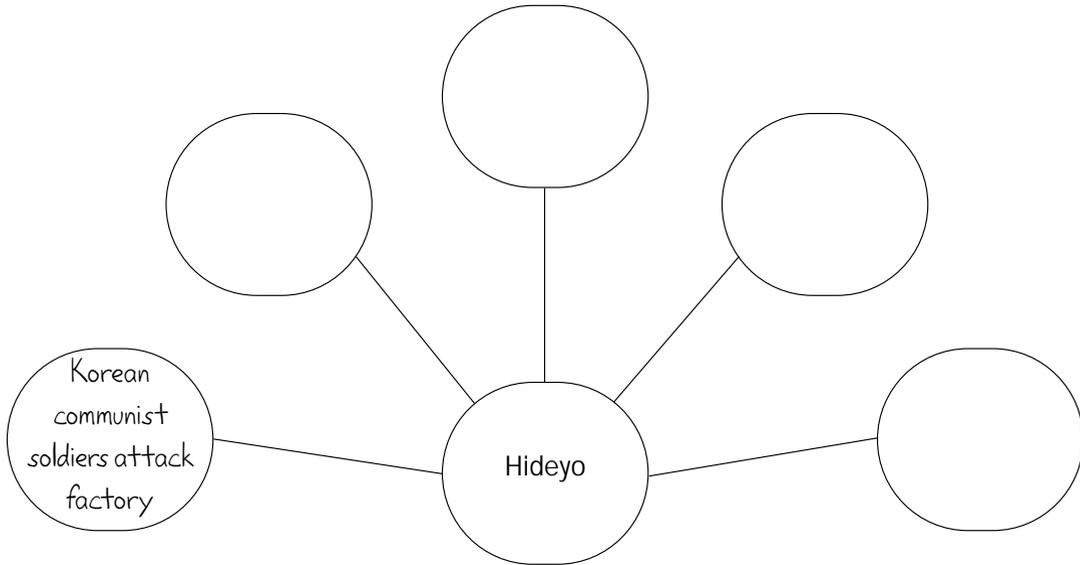
**ransacking** [ran' sak ing] *n.* a search, usually done illegally or with harmful intent

**reminisce** [rem' ə nis'] *v.* to remember fondly

# Active Reading

## *So Far from the Bamboo Grove* Chapters 4–7

In chapters 4 through 7, the story alternates between Hideyo's journey and that of Yoko, Ko, and their mother. In one web, record the challenges and dangers that Hideyo faces. In the other, note those that his mother and sisters face.



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# Responding

## *So Far from the Bamboo Grove* Chapters 4–7

### Personal Response

Which events in chapters 4 through 7 made the deepest impression on you? Explain your choice.

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Yoko had heard about Japan all her life in her home, and yet she was disappointed when she actually arrived. Review the writing you did in the **Focus Activity** on page 16. How did you react when your own high expectations were not met? Compare your reaction with Yoko's disappointment.

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### Analyzing Literature

#### Recall and Interpret

1. Where does Hideyo go after he escapes from the factory? While there, what does Hideyo do to show his cleverness and forethought?

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2. Describe the living conditions of the Kawashimas in the train station in Seoul and then in the warehouse in Pusan. How do the three help each other survive?

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3. Why does Mrs. Kawashima stop in Kyoto? What do her actions reveal about her?

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# Responding

## *So Far from the Bamboo Grove* Chapters 4–7

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. What values does Mrs. Kawashima have? How do the girls show that they generally share her values?

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5. How would you describe Ko? If you were in a difficult situation, would you want her with you? Explain.

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### Literature and Writing

#### Book Review

Write a review of chapters 4 through 7 of *So Far from the Bamboo Grove* for your school newspaper. Comment on how the author moves the action forward by alternating between the story of Hideyo and that of his mother and sisters. Also, describe what the reader learns about the characters in these chapters. Remember to include your opinion about the chapters you are reviewing.

#### Extending Your Response

##### Literature Groups

Have you ever watched a suspenseful movie and found yourself saying to an actor, “No, don’t do that!”? Did you sometimes find yourself saying the same thing to Yoko and her family members? Discuss the characters’ actions with your group members. Under the circumstances, were the characters sensible? Or did they do things that made you wonder why they did them? Draw evidence from the text to support your opinions.

##### Performing

Imagine you are a radio news reporter who works in Kyoto. Your station has received word that an atomic bomb has been dropped on Hiroshima. After receiving some initial details, you must go on the air and report the situation to the people of Kyoto. Write a script for your broadcast. Then rehearse and deliver the message as if you were on the air.



Save your work for your portfolio.

# Before You Read

## *So Far from the Bamboo Grove* Chapters 8–11

### FOCUS ACTIVITY

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Why do groups of people sometimes reject others and treat them as outsiders? What are some ways in which people respond to such rejection?

#### Journal

In your journal, explore your thoughts and ideas about the questions listed above.

#### Setting a Purpose

Read to find out how Yoko gets along with her new classmates.

### BACKGROUND

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#### Did You Know?

In chapter 9, Yoko and Ko drink green tea and eat to celebrate the New Year. In Japan the New Year's celebration takes place from January 1 through 3. During that time, people feast, visit friends and family, and exchange gifts. Two special holiday foods are rice cakes and a type of vegetable soup called *zoni*.

#### Religions of Japan

On New Year's Eve Day, Yoko observes that many people will be going to shrines. She does not specify, however, what religions they will be observing. There is no single dominant religion in Japan. Three religions share a place in Japanese culture. Shinto is called Japan's indigenous religion, meaning that it originated in Japan; it was not borrowed or learned from another group of people. Followers of Shinto believe in a number of gods. Gods may be natural objects, like trees or rivers. In general, people honor or worship the gods of their choice at shrines or temples.

Buddhists follow the teachings of Buddha, a man born around 500 B.C. Buddha realized that, through meditation, humans could live in peace, free of suffering. The Buddhist religion spread to Japan from Korea in the middle of the sixth century. It was even adopted as the national religion of Japan in the eighth century.

Roman Catholic missionaries introduced Christianity to Japan in the sixteenth century. Though the religion was well received at first, Christians were later persecuted, and Christianity was banned from 1637 until 1873. After the ban was lifted, a wave of missionaries started a number of congregations in Japan. In Japan it is often acceptable for a person to believe in more than one religion. A person who worships a god at a Shinto shrine may also belong to a Buddhist sect, or group.

### VOCABULARY PREVIEW

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**frollic** [frol'ik] *v.* to play and run about

**hibachi** [hi bā'chē] *n.* pan in which charcoal or wood is burned to heat or cook food

**prestigious** [pres tij'əs] *adj.* having honor or status as viewed by other people

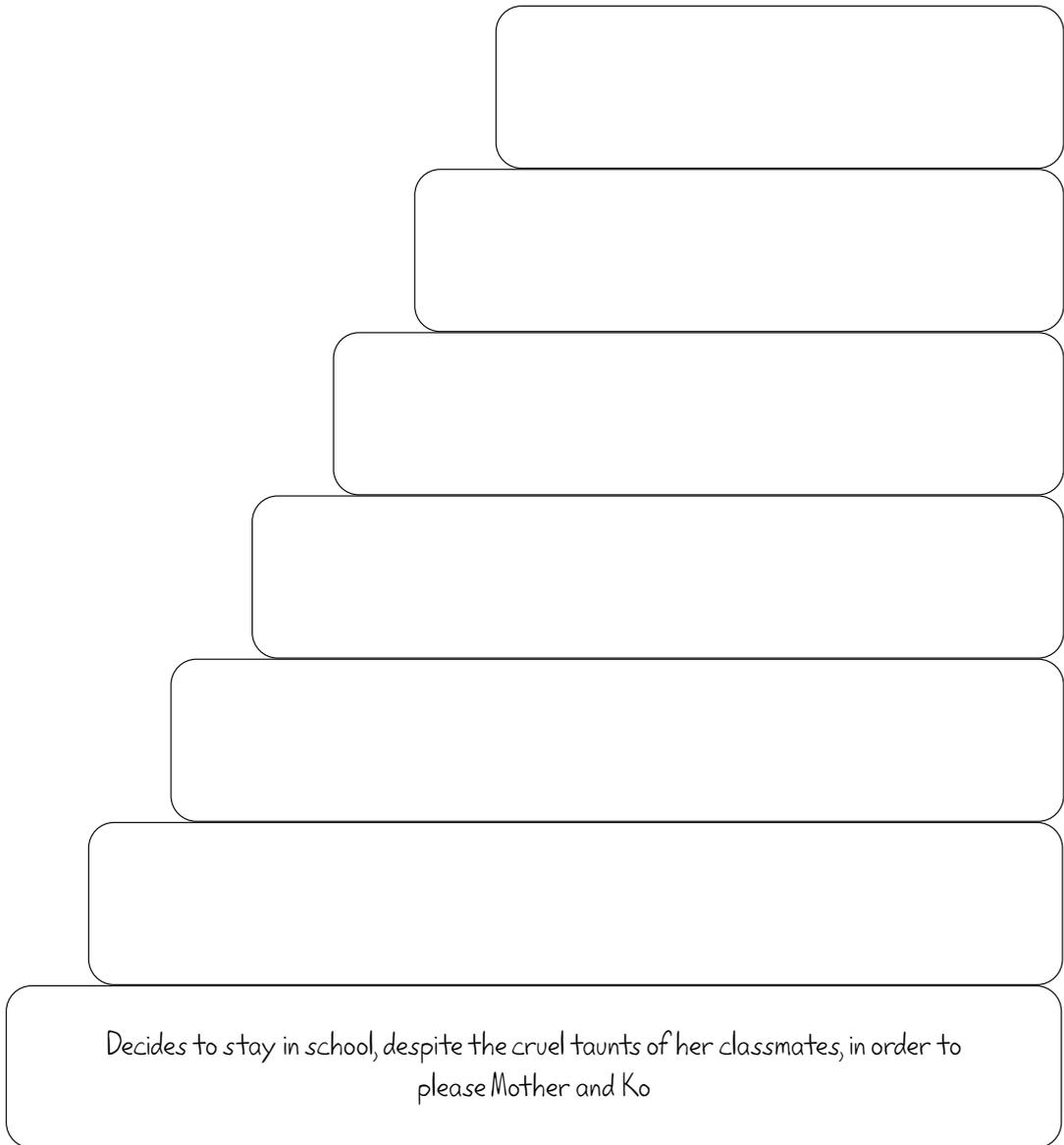
**sarcastic** [sär kas'tik] *adj.* having the character of sharp speech intended to be humorous or to cause pain

# Active Reading

## *So Far from the Bamboo Grove* Chapters 8–11

The dangers and difficulties that Yoko faces force her to grow up quickly. During the months of flight and refuge, she matures from a child to a young woman. As you read the last four chapters of the book, watch for signs that Yoko is growing up. What does she do to help her mother and Ko? How does she try to make their situation better? Record each of your observations on a step on the diagram.

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# Responding

## *So Far from the Bamboo Grove* Chapters 8–11

### Personal Response

Reread the journal entry you made in the **Focus Activity** on page 20. How did you respond to the way Yoko was treated by her classmates? Do you think you would have reacted as Yoko did? Why or why not?

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Were you surprised by the manner in which Yoko and Ko handled their situation? Give reasons for your answer.

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### Analyzing Literature

#### Recall and Interpret

1. How does Yoko treat Mr. Naido? How do the other girls treat him? What does Yoko's behavior reveal about her character?

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2. After Mrs. Kawashima returns from her trip, what news does she share with Yoko? What happens next? How does this event affect the lives of Yoko and Ko?

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3. How does Corporal Matsumura locate Yoko? Why is his friendship so important and so helpful to the girls?

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# Responding

## *So Far from the Bamboo Grove* Chapters 8–11

### Analyzing Literature

#### Evaluate and Connect

4. Why do you think Yoko writes about her school experience instead of her ordeal in Korea?

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5. What skills or qualities does Ko have that serve her well? Do you think she will succeed later in life? Why or why not?

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### Literature and Writing

#### Explanation

How did you respond to the ending of Yoko's story? Were you satisfied? Why or why not? Which issues does the ending resolve? Which ones remain unresolved? What problems and challenges might Yoko and Ko still encounter? In your written explanation, consider why the author stopped the story where she did.

#### Extending Your Response

##### Literature Groups

In spite of difficult circumstances, the Kawashimas take time to observe certain Japanese customs. With your group, talk about how customs might make people feel comfortable and secure in spite of their troubles. What customs or rituals do you observe that bring you comfort or joy?

##### Learning for Life

Attending school in Japan is difficult for Yoko. Her classmates do not understand her, and they go out of their way to make her feel uncomfortable and inferior. What might Yoko have done in this situation to help herself? Make a list of five to ten things Yoko might have done to help resolve the differences between her and her classmates.

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*Save your work for your portfolio.*

# Responding

## *So Far from the Bamboo Grove*

### **Personal Response**

How does Yoko's story help you better understand how historical events can affect the lives of individuals caught up in them? Use specific examples from the novel to support your answer.

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Which character in the novel did you respect and admire the most? Give reasons for your choice.

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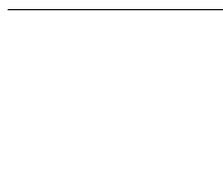
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### **Writing About the Novel**

What did you learn about history from this novel? What did you learn about human nature? Use your answers to these questions to write a proposal to persuade a history teacher that this book would be a good addition to a World War II history lesson. Write your proposal on a separate sheet of paper.



*Save your work for your portfolio.*



# Evacuation and Internment During World War II

Craig Gingold

## Life in the Camps

Pam Deyell Gingold

### Before You Read

#### Focus Question

What do you value most about your personal freedom?

#### Background

In these readings, you will learn how Japanese Americans were treated in the United States during World War II.

### Responding to the Reading

1. After the attack on Pearl Harbor, many Americans wanted the government to “do something about the ‘Japanese.’” What did the government do?

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2. Describe the living conditions at the assembly centers and detention camps.

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3. **Making Connections** “As the racial animosities on the West Coast grew, the distinction between enemy soldiers and Japanese American citizens was lost.” What do you think Craig Gingold means by this statement? How does it relate to the way Japanese people in Korea—like Yoko’s family—were treated?

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### Literature Groups

Could history repeat itself? In your group, discuss whether a grave injustice such as the evacuation and internment of Japanese Americans during World War II could happen again in the United States.

# North and South Korea United in Love of Kimchee

from National Public Radio

## Before You Read

### Focus Question

Do you think that Americans have a favorite food? If you were to choose one food that the majority of Americans seem to like, what would it be? Explain your choice.

### Background

This selection is a transcript of a National Public Radio report by Mary Kay Magistad. Magistad is in Seoul, South Korea, where she reports on kimchee, a food that is considered Korea's national dish. In *So Far from the Bamboo Grove*, the Kims are eating kimchee (spelled *kimch'i* in Korean) when they hear a thud. The noise is made by Hideyo as he collapses against their farmhouse door. Many foreigners find kimchee to be too sour and too salty for their tastes. Koreans love the dish so much, however, that they even have a museum devoted to it.

## Responding to the Reading

1. How is kimchee made?

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2. What is on display at the kimchee museum in Seoul?

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3. What historical information about kimchee does the report contain? What does this information reveal about the importance of kimchee to the Korean people?

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4. What does Magistad do at the kimchee shop? What does kimchee seem to symbolize for both North and South Koreans?

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## Food Debate

Review your response to the **Focus Question** above. Working with a partner, prepare to defend your choice for Americans' favorite food. You may want to do research to find statistics and other facts that support your choice. After you and your partner have gathered and organized your evidence, present it to the class.



# from Japan

Lucy Birmingham

## Before You Read

### Focus Question

How do you think life in modern Japan differs from life in the United States?

### Background

In *So Far from the Bamboo Grove*, Yoko and Ko work very hard to get enough money for tuition so that the two of them can continue to go to school. In this reading, author Lucy Birmingham follows two young Japanese students through an average week in modern Tokyo.

## Responding to the Reading

1. Give three examples of how school-related activities in Japan and the United States differ.

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2. Why do Japanese students go to *juku*?

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3. **Making Connections** Why do you think Ko works so hard to keep her sister and herself in school?

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## Writing a Letter

Write a letter to Masayo or Hirofumi. Tell them what to expect if they ever decide to come to your school as exchange students.

# Former Yugoslavia

UNICEF Staff

## *from I dream of peace*

Children of former Yugoslavia

### Before You Read

#### Focus Question

Can you imagine what it might be like if the people of your city or town were at war with each other? How would it change your daily life?

#### Background

UNICEF is an organization that helps to improve the quality of life for children around the world. One program UNICEF supports is art therapy for children in war zones. By writing, drawing, and painting, children can sometimes work through their fears and other emotions. *I dream of peace* is a collection of writings and drawings created by children who were victims of war.

### Responding to the Reading

1. Describe the Psychosocial Program for Traumatized Children. What is the purpose of the program, and who are the children who participate in it? What activities does the program include?

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2. Which of the writings from *I dream of peace* gave you the clearest idea about the horrors of living through a civil war? Explain your choice.

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3. **Making Connections** Select a passage from *So Far from the Bamboo Grove* that might be included with these readings. Explain why you chose that particular passage.

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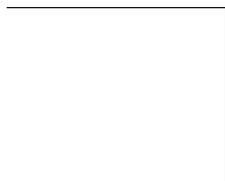
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### Art Therapy

In *So Far from the Bamboo Grove*, Yoko is a child exposed to the horrors of World War II. From Yoko's perspective, draw a picture of her idea of war. Then write a poem or a paragraph that expresses her emotions about what she has experienced.



# from *Where the River Runs:* A Portrait of a Refugee Family

Nancy Price Graff

## Before You Read

### Focus Question

How are the lives of recent immigrants to the United States different from those of native-born citizens? How are they similar? What extra barriers and challenges do immigrants face?

### Background

The United States is a nation of immigrants. In the excerpt from *Where the River Runs*, Nancy Price Graff explores some of the reasons why people immigrate to the United States. Graff then introduces the Prek family from Cambodia and follows them through a typical day in the Allston neighborhood of Boston.

## Responding to the Reading

1. Why did the Prek family come to the United States?

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2. How were the challenges faced by the first pilgrims who came to America similar to those faced by present-day immigrants?

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3. Describe a typical day for the Prek family.

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4. **Making Connections** What are some of the similarities between the Prek family and the Kawashima family in *So Far from the Bamboo Grove*? What are some of the differences?

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## Learning for Life

If a family of immigrants moved to your community, what information might they need and want? In your group, create a “Welcome to the Community” package to present to such a family. You may want to include information about schools, stores, hospitals, health care professionals, clubs and organizations, and social service agencies that offer help to immigrants. Include a welcome card from your group to the family.