


**Notable Trade Book Lesson Plan— *Amelia to Zora:*
*Twenty-Six Women Who Changed the World***

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 *Amelia to Zora: Twenty-Six Women Who Changed the World* (2005), by Cynthia Chin-Lee with Megan Halsey and Sean Addy (illus), Charlesbridge Publishing, Inc.

Abstract


This lesson plan uses *Amelia to Zora* as an anchor book for an extended unit to discuss women's contributions to the modern world. The lesson plan provides an annotated bibliography of biographies about the women profiles in the book as well as women selected by the instructor and students. The lesson plan is recommended for use in grades 5 and above and emphasizes social interaction among students in the whole process.

NCSS Notable Trade Book Lesson Plan Template

Amelia to Zora: Twenty-Six Women Who Changed the World

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<p>Book Summary:</p>	<p>This is a picture book about twenty-six women who have made a difference in people’s lives and changed the world. From adventurer Amelia Earhart to chimpanzee and scientific naturalist Jane Goodall to novelist Zora Neale Hurston, the book is filled with inspiring stories of these women, whose courage and determination made them who they are and make us think who we would like to be.</p> <p> Another book that could be used as a parallel anchor book is <i>Akira to Zoltan</i>, written by the same author and illustrator; however, the book features twenty-six men who changed the world.</p>
<p>NCSS Standards:</p>	<p><i>IV. Individual Development and Identity</i> Through the role models, students will learn how these learn and why they behave as they do. They will understand what influences how people learn, perceive, and develop from youth to adulthood.</p> <p><i>IX. Global Connections</i> The increasingly interdependent world requires students to see the common global issues in many fields. Through reading about these individuals and how they deal with issues in economic development, universal human rights, and environmental quality.</p> <p><i>X. Civic Ideals and Practices</i> Global citizenship requires an understanding of civic ideals and practices of citizenship to fully participate in the world. Many individuals in this book play crucial roles and made positive differences in their communities and in the world.</p>
<p>Materials:</p>	<p>At least one copy of <i>Amelia to Zora</i> Photocopies of each page in the book (colored copies preferred), including each of the featured women For each student: pencils, poster papers, journal notebooks, computer access.</p>

	<p><u>Differentiation</u></p> <ul style="list-style-type: none"> ● Teacher could record the pages of the book to make them available to ESL students, visually impaired students or other students with special needs. ● Larger print versions may be available for students who are visually impaired.
<p>Objectives:</p>	<ol style="list-style-type: none"> 1. Participate in the activity known as “the Messenger and the Scribe.” Each pair of students will obtain and record information to describe and identify one of the twenty-six women profiled in the book. 2. To a group of four students, each pair of students will describe in detail the development from youth to adulthood of one of the twenty-six women featured in the book. They will use their own words in this communication. 3. Students will analyze and identify the key elements in these women’s lives that made them who they have become, for example, determination to overcome hardships, perseverance in pursuit of their interests and careers, commitment in social justice, and dedication to global citizenship. 4. Students will identify at least one woman who has made a difference in their own lives.
<p>Procedures: Exploration/ Introduction: Development: Expansion:</p>	<p><i>Exploration/Introduction</i></p> <p>Tell the class that Charlesbridge Publishing Company asked you all to write a picture book of women who changed the world in the twentieth century. Who would you select to feature in this book? Write notes on a poster paper or whiteboard which includes the names of women that students mentioned. Follow their responses by asking, “Why do you think she is important to be included in the book?” Add students’ contributions to the notes, listing “actions” conducted by the women and their qualities of the character. (Brainstorming notes could also be recorded on a computer.)</p> <p><i>Lesson Development:</i></p> <p>1. The Messenger and the Scribe (whole class and pair work)</p> <ul style="list-style-type: none"> ● Before the activity, make one copy of each profile of women in the book (preferably colored and laminated copies). Depending on how many students are in class, you could decide on the number of copies to tape on the wall. Tape or nail the copies to the wall with about three or four feet

between each of the copies. Pair up students. One of them will be the “Messenger” and the other will be the “Scribe.” Tell students that the pages are from the book *Amelia to Zora*. Each page features a woman. Their task is to get verbatim notes from the page assigned to them.

- The pages taped on the wall should stay on the wall in the whole process. The messenger should go between the profiled story and the scribe as many times as necessary to share what he or she reads on that page. The messenger cannot take notes. The messenger shares with the scribe verbally what he or she reads from the page. Given the short memory, the messenger will have to travel back and forth a few times before he or she could share all that is on the page.
- The scribe should sit at least 8 feet from the profiled story on the wall and take notes according to what the messenger shares.
- The instructor could decide whether it should be a verbatim or paraphrased version of the original text. The instructor could also assign two pages to each pair. As soon as notes for one page are finished, the messenger and the scribe could switch their roles as they move on to the second page.
- The messenger and the scribe activity begins, and it will take about 10 to 12 minutes for each pair to finish reading and taking notes about one story.
- After each messenger/scribe pair finishes taking notes about the text, they will share with the class the brief account of the woman they read about together in the activity.
- If some pairs finish early, they could revise their notes and take turns reading the notes.

2. Identifying Key Elements in People’s Success Stories (pair work)

- Ask students to remain in pairs and start identifying and listing key elements that account for the success of these profiled women.
- Ask each student to write a summary of the story they read about together in their own words.
- Ask each pair to list and share the key elements they have identified with the whole class.
- When students make statements about the elements, follow up with a question to encourage them to provide evidence to support their statements.

- The teacher will record students’ responses and put their responses under “actions” and “qualities.”

3. Revisiting the stories and Sharing the Stories (small group work)

- Ask students to form into groups of four. Make sure the messenger and scribe pair end up in different groups. In the new group, each student takes turns to share the summary of the profiled woman.
- As a group of four, students will list the professions, skills, or careers of the women they each read about, the barriers these women overcome to become successful, and their major contributions to their community.
- As a closing activity, ask students what it took for them to learn about a person (e.g., read, take notes, elaborate, analyze, evaluate, etc.)

Expansion:

Part One: Learning on Your Own

1. Six Reading Responses (individual work)

- Using *Amelia to Zora* as an example, ask students to select one of the biographies available in your library. These biographies could be about women they read about in *Amelia to Zora*, but encourage students to find biographies are about women who are not included in the book.
- Explain the SIX READING RESPONSES worksheet to the students and tell them to use it to take notes when reading their selected biography.
- The following table is a worksheet for the students. Please enlarge it for your classroom use.

Title of the book	Date You finish reading it
Author of the book	Student Name
Making Connections	Questioning
Visualizing	Inferring

- One of the biographies I propose to use is about Yoshiko Uchida, a Japanese American writer who experienced the Internment Camps during the World

	<p>War II. She is profiled in <i>Amelia to Zora</i>. An example of expected students’ responses to this biography is provided as an attachment (Attachment I) – Six Reading Responses: A Teacher’s Guide.</p> <ul style="list-style-type: none"> • As a closing activity, collect and laminate students’ six responses worksheets. Sort them by alphabetical order of the persons students read about and combine them into a folder for later reading. <p><i>Part Two: Learning with a Group (Community Activity and Parental Involvement)</i></p> <p>2. Honoring Women in Our Lives</p> <ul style="list-style-type: none"> • Encourage students to identify a woman who has made a difference in their own lives. • Ask students to form into groups of three students and publish a newsletter (using Microsoft Publisher software if computers are accessible) or a poster with texts, photos, and drawings featuring three women in their lives. • When students present their newsletter or poster, encourage them to use other artifacts as well. • Parents could be invited for the presentation at an afternoon tea time or evening snack time.
<p>Assessments:</p>	<ol style="list-style-type: none"> 1. Observe students’ participation in the activity known as “the Messenger and the Scribe” and examine the accuracy of their notes and brief description of the women they learned about from the activity. Allow time for students to improve their notes. 2. Examine students’ oral accounts of one of the featured women. Make sure each student gets to share the story with at least three classmates. 3. Students’ description of the key elements that lead to one’s success should include: determination to overcome hardships, perseverance in their interests and careers, commitment in social justice, and/or dedication to global citizenship, but not limited to these elements. 4. Review students’ group newsletter or poster in which they feature three women who have made a difference in their own lives.
<p>Suggested Extension Activities:</p>	<ol style="list-style-type: none"> 1. As a class activity (a closing activity), students will locate the year in which each of their studied women from <i>Amelia to Zora</i> were born, on a time line. 2. Ask students to create a timeline of the woman they read about to include major personal events as well as historical

	<p>events during the life of the woman.</p> <ol style="list-style-type: none"> 3. Dressed as a profiled woman or a woman they read a biography about or give a speech in the first person about her life and work. 4. Create human statues in a “wax” museum of all the women and ask students to take turns to be the tour guide in that museum.
<p>Additional References and Weblinks:</p>	<p>Chin-Lee, C., Halsey, M., & Addy, S. (2005). <i>Akira to Zoltan: Twenty-Six Men Who Changed the World</i>. Charlesbridge Publishing, Inc.</p> <p>Chin-Lee, C. , Halsey, M., & Addy, S. (2005). <i>Amelia to Zora: Twenty-Six Women Who Changed the World</i>. Charlesbridge Publishing, Inc.</p> <p>Havery, S., & Goudvis A. (2000). <i>Strategies that Work</i>. Stenhouse Publishers.</p> <p>Recommended biographies for extended reading:</p> <p>Please see the attached (Attachment II) annotated bibliography of selected biographies that are appropriate for 4th to 6th graders.</p> <p>Recommended websites:</p> <p>National Women’s History Project at http://www.nwhp.org/ The website is committed to recognition and celebration of the diverse and historic accomplishments of women by providing information and educational materials and programs. Each year the website has a different theme in women’s history.</p> <p>Biography (History Channel) at http://www.biography.com/ This website is maintained by History Channel. It provides videos, photos, and texts of hundreds and thousands of people from all over the world in all walks of life. The website allows searches by subject, name, and career.</p> <p>Women’s International Center at http://www.wic.org/ The website was founded in 1982 and maintains an index page featuring distinguished women, their contributions to humanity, and their words of wisdom. The website has an alphabetical list of women who changed the world.</p>

Attachment I
Six Reading Responses
Teacher's Guide

Adapted from Stephanie Harvey and Anne Gouvais, *Strategies that Work*.

<p>Title of the book : <i>Yoshiko Uchida: The Invisible Thread</i></p>	<p>Date October 7, 2006</p>
<p>Author of the book: <i>Yoshiko Uchida</i></p>	<p>Student Name <i>Hannah Zhang</i></p>
<p>Making Connections <i>text-to-self</i> Yoshiko reminds me of _____ e.g., When she was a young girl, she often didn't appreciate her Japanese heritage and didn't want to learn to read and write in Japanese, as her parents wished. I didn't want to study Chinese, as my parents wished.</p> <p><i>text-to-text</i> This book reminds me of _____ e.g., This book reminds me of Sadaco and Thousands of Cranes. Sadaco became a victim of Hiroshima during WWII.</p> <p><i>text-to-world</i> This book reminds me of _____ e.g., Many ancestors of my classmates came to America voluntarily and involuntarily.</p>	<p>Questioning What do you wonder about while you listen to this story? e.g., What was it like for Yoshiko to leave her home and live in an internment camp? Was she afraid?</p> <p>What research might you do to learn more about your question(s)? e.g., Find diaries and journals of Japanese Americans or Canadians or other credible sources to read.</p>
<p>Visualizing Draw a picture of your favorite scene or the most important scene. Be ready to explain why. e.g., Yoshiko wrote her first booklet about her dog, which had died. She realized writing and drawing pictures were ways of seeking comfort and solace.</p>	<p>Inferring Write your predictions here. e.g., What do you think will happen to Yoshiko as a consequence of being taken to American internment camp in Topaz, Utah? What did she become when she grew up? What conclusions can you draw about the life of Japanese Americans at Internment Camps?</p> <p>e.g., The Internment Camps were crowded and the living standard was low.</p>

<p>Determining Importance</p> <p><u>Dates</u> 1922, 1943, 1971(Journey to Topaz)</p> <p><u>Quotes/types of narration</u> <i>First person narrative</i> “ I had also discovered that writing in the booklet was a means, not only of holding onto the special magic of joyous moments, but of finding comfort and solace from pain as well. I was a means of creating a better ending than was possible in real life.”</p> <p><u>Key event(s)</u> e.g., citizenship, immigrants, freedom, children/descendents</p> <p><u>Names/People</u> Yoshiko Uchida, parents, sister, other Japanese Americans, President Roosevelt</p> <p><u>Ideas/Epiphanies</u> Citizenship; freedom; justice</p>	<p>Synthesizing</p> <p>Write a summary utilizing the 5Ws (who, what, when, where, why) e.g., Yoshiko was born Alameda, California, in 1922 and grew up with both Japanese and American traditions. During World War II, she was taken from the University of Berkeley in her senior year and sent to a Japanese-American internment camp where she suffered because of bigotry and racism. This was because Pearl Harbor was bombed by the Japanese at the start of America's entrance into the war, and the United States simply didn't feel comfortable with people of Japanese heritage living freely in the United States. Eventually she was allowed to finish college and decided to write books for children to help them build up the pride and self-esteem of Japanese Americans, which she didn't find in books she had read as a child. Yoshiko died in 1992, about 70 years old.</p>
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Attachment II

Selected and Annotated Bibliography of Children's Books: Biographies

Ayer, E. (1992). *Margaret Bourke-White*. New York: Dillion Press.

Margaret Bourke-White was one of the few women to be considered a leader while living in a male-dominated world. Margaret went where no other person, male or female, had gone in the past. She was able to do this because of her love of photography, which she inherited from her father. She tried her hand at advertising photography, but soon lost interest because it didn't have any real meaning to her. She began focusing on photographing people, for the sole reason of wanting to get to know her fellow Americans better. Margaret Bourke-White was one of the greatest photographers the world has ever known, and this will most likely remain as so due to the increased usage of other forms of media to get our information. This book is enormously effective in getting children to learn about different important world events, because it does so through the life of an interesting character. It includes many of her famous photographs and tells the stories around them, which the children would be interested in hearing and don't even realize they're learning. (Grades 5-6)

Barron, R.S. (2000). *Lise Meitner: Discoverer of nuclear fission*. Greensboro, NC: Morgan Reynolds.

Lise Meitner faced two obstacles in her career as a nuclear physicist: she was Jewish and she was a woman. But Lise was not to be deterred. Her work was the most important thing in her life. When the Nazis came to power, Lise and her partner were making breakthrough discoveries in how the nucleus of an atom could be split. Lise fled to Sweden to escape certain death, but she continued her work and her notes were smuggled into war-torn Germany. Because she was Jewish, Lise's contributions to the discovery of nuclear fission were kept secret. After the war, when her partner was awarded the Nobel Prize for their work, she was not mentioned in the citation. For fifty years, Lise Meitner was denied her rightful honor as the co-discoverer of nuclear fission. Today she is finally beginning to be given the recognition she deserves. (Grades 5-6)

Collins, D (1992). *Malcolm X Black Rage*. New York: Dillion Press.

The book begins by describing the last day Malcolm X was alive. In the next chapter it goes back to the beginning of his life. In each chapter, Malcolm would get progressively older. Malcolm X's real name was Malcolm Little and he had a rough childhood growing up. This led to him living the life of a criminal. Finally the police caught up to him and was sentenced to ten years in jail. While in jail, Malcolm found the Muslim faith. This completely changed his perspective of life. Once he was released he became a powerful speaker for the Muslim faith. So powerful, that he was assassinated right when he was about to give a speech. He left wife Betty and four children behind. (Grade 4-5)

Dils, T.E. (2001). *Mother Teresa*. New York: Chelsea House Publishers.

This book told the life story of Mother Teresa, who devoted her life to caring for “the poorest of the poor”. This book detailed Mother Teresa’s life from her very humble beginnings, through her many trials, and told of her greatest accomplishments in great detail. It told of her small beginnings and the process that she went through to make a lasting impression on the world! Throughout the book the author spoke proudly of Mother Teresa’s many achievements and awards that she had received because of them all the way up until her death. The author of this book did not sugar coat the events of Mother Teresa’s life, I believe that the author truly showed the reader that this world is in need of more compassionate people like Mother Teresa. Through detailing Mother Teresa’s compassion for “the poorest of the poor” this book showed the world that even one person can make a big difference one person at a time! (Grades 5-6)

Ferris, J (1988). *Go Free or Die: A story about Harriet Tubman*. Minneapolis, MN: Carolrhoda Books.

This book describes the life of Harriet Tubman as she lived as a slave in the south. It begins with her as a young child who is sold from master to master, encountering many instances in which she was treated harshly. She was then given back to her original master and had to work in the fields. The last part of the book emphasizes her desire to be free and how she reached her freedom. She endured a long and hard journey on the Underground Railroad on her way to freedom and she led both her people and her family to freedom in the north. Throughout the book are illustrations that further depict Harriet Tubman’s life as a slave. This book reflects upon the issue of human rights that were being infringed upon by the institution of slavery in the south. (Grades 4-6)

Ferris, J (1988). *Walking the road to freedom: A story about Sojourner Truth*. Minneapolis, MN: Carolrhoda Books.

This chapter book tells the story of Sojourner Truth, a woman who was born into slavery in 1798. The author uses events in Sojourners live to explain her efforts against slavery and for rights for blacks and for women. The author discusses challenges she faced, differences she made, and the strides she took to get there. Showing the reader a true hero, the story is appropriate for various grade and reading levels. This story sends the message of a hero that has made a difference in history and explains to the reader what slavery was like when it occurred in the past. (Grades 4-6)

Freedman, R (1998). *Martha Graham: A dancer's life*. New York: Clarion Books.

Martha Graham was one of the first women dancers. She was born on May 11, 1894, and would soon be the eldest of 3 girls. She grew up in Allegheny, PA. Her father was a doctor in a mental hospital, while her mother was a stay-at-home mom. Her father didn’t believe in her dancing. When he passed away she was finally able to get her dream and start dancing. Martha had seen Ruth St. Denis dance once and wanted to dance just like her. So she decided to go try out for Ms. St. Denis’ school of dance. Even though she was

nowhere near the dancing skills that Ms. St. Denis wanted but Ms. St Denis saw the passion in Martha and took her on anyway. Martha started her dance career at the age of 22 and didn't stop until the day she died on April 1, 1991 at the age of 97. At first her dance style was not very liked because it was different and not very happy. But overtime people started to enjoy her dances more and more. She went on to start and own her own company that toured the world. She was an amazing dancer and didn't let anything come in her way including when she got arthritis in her hands. As any dedicated dancer she just used her hands in her dance movements to show expression. Martha Graham can be said to be one of the best dancers of her time. (Grades 5-6)

Freedman, R (1999). *Babe Didrikson Zaharias: The making of a champion*. New York: Clarion Books.

A noted children's author depicts the story of a woman growing up in the first half of the twentieth century struggling to fit into a patriarchal society. Zaharias was an athletic girl growing up, and usually played sports that were designated for males. Although questioned, Babe defied the times and challenged society by participating in male sports, and competing in designated male sports in the Olympics. Babe's courage is an inspiration to young women around the world to not let society stop you from doing what you love to do. Babe broke the cultural barriers for women at the time and paved the way for women to be involved in sports today. (Grades 5-6)

Fritz, J (1994). *Harriet Beecher Stowe and the Beecher Preachers*. New York: G.P. Putnam's Sons.

Harriet Beecher Stowe and the Beecher Preachers is a biography about Harriet Beecher Stowe and her family. The book starts with Harriet's childhood and continued with detailed events in her life. Harriet Beecher Stowe is a woman of strength and integrity. Throughout the late 19th and early 20th century, slavery was a huge issue in society and became a burden to Harriet Stowe, who decided to protest by means of writing. She wrote the world-famous, *Uncle Tom's Cabin*. The novel depicted the many evils of slavery at that time. This biography contains both paintings and photos, which help to enhance and better the reader's image of Stowe's life during that time period. (Grades 4-6)

Josephson, J. (1997). *Mother Jones: Fierce fighter for workers' rights*. Minneapolis, MN: Lerner Publications Company.

Judith Josephson tells the long hard fight for workers rights that Mother Jones put her whole heart and soul into. Mother Jones fought for higher wages, better pay, and better working conditions for all workers and all ethnicities, and especially for the rights of children. Mother Jones went all over the country helping workers everywhere urging them to join unions with her captivating speeches and feisty attitude. Using women to fight and protest was one of Mother Jones's most effective weapons. An easy to read chapter book with great photographs gives students a way to learn about the struggles of workers in the early 1800's and 1900's and the loss that took place while fighting for the

rights that we have today. The students will also learn about Mother Jones, who was called one of the “most dangerous women in America.” (Grades 5-6)

Lasky, K. (2006). *John Muir: America's First Environmentalist*. Cambridge, MA: Candlewick Press.

This book describes how John Muir grew up to appreciate beauty in everything. From a small boy, he always wanted to explore and be daring. He grew up in the open lands of Scotland and moved to America with his father in his teens. He was an inventor and broke away wanting to do more with his inventions and began exploring America by traveling all over. He devoted himself later on to the cause of conserving the wild. He was able to have Yosemite National Park started in 1890 and convinced President Theodore Roosevelt to begin a bureau of forestry to manage and protect trees of forest reserves. Teachers can focus on how governments can make changes in a community and how citizens have to power to begin that change. (Grades 4-6)

Mckissack, P., & McKissack, F.L. (1998). *Young, black, determined: A biography of Lorraine Hansberry*. New York: Holiday House.

The biography of Lorraine Hansberry is basically a time line of her very short life. She was born on May 19, 1930 and grew up on the south side of Chicago. Greatly influenced by her father, Lorraine finished high school in 1948 and entered the University of Wisconsin. During her college years, Lorraine studied art and became very involved in the black movement, and in political ideas. By 1963, Lorraine becomes very ill and she finds out that she has cancer. With the stresses of her life, cancer seemed to take her quickly, she divorced her husband in 1964 and soon died. Lorraine was a woman determined to make strides in her life when political forces suppressed her down. She overcame these challenges and became a very successful and prominent black woman in American history. (Grades 5-6)

O'Connor, B (1993). *Mammolina: A story about Maria Montessori*. Minneapolis, MN: Carolrhoda Books.

There is a continuing desire to improve education. Maria Montessori went against the norm of the late 1800's, to become the first woman doctor of Italy. However, her interest in working with institutionalized children led to a different career: a teacher. Her observation and research brought new ideas and methods to education; she opened her first *Casa dei Bambini*, or Children's Home, to bring children to school and use her teaching method that learning is a total life experience. There are thousands of Montessori Schools today because of her hard work and perseverance. (Grades 3-6)

Otfinoski, S (1991). *Marian Wright Edelman: Defender of children's rights*. Woodbridge, CT: Blackbirch Press Book.

Marian was a black girl raised in the forties within a family that was respectful, hard-working, and honorable. After college, she became involved with the National

Association for the Advancement of Colored People (NAACP) where she helped lots of black people simply by educating them on their rights. Influenced by her assistance with NAACP, Marian went to Yale to become a lawyer and represent black people in this on-going battle. She became the first black lawyer in Mississippi during the sixties.

Throughout fighting for black suffrage Marian put her focus into the War on Poverty. Children became her priority. She expanded from helping starving children to working on improving child care. Her progress transformed into the Children's Defense Fund (CDF). Marian assisted in putting together head start programs and initiated campaigns to prevent teen pregnancy. Marian, in her early fifties, is still active in trying to provide children with proper child care. Even though she has already made a life time impact on society she still works hard to turn over new rocks. (Grades 3-6)

Ritz, D. (2001). *Ray Charles: Voice of soul*. Philadelphia: Chelsea House Publishing.

Ray Charles was an amazing musician who overcame many adversities throughout his life. Ray was born in Georgia in the summer of 1930. At the age of five, Ray lost his sight to a disease called glaucoma. At the age of fifteen, Ray's mother passed away and he was left to wonder what he would do with his life after graduating from the Florida School for the Deaf and the Blind. Ray decided to make music and moved to Florida and after a few years he began his own new style of music. He went on to become one of the most heavily acclaimed artists in history! Sadly Ray passed away recently and will be missed greatly for generations to come. He had a large impact on many people's lives and made amazing contributions to the American culture. This biography helps teach social studies concepts and themes by using Ray Charles as an example of someone who had a great influence on American culture and music. (Grades 4-6)

Szabo, C (1997). *Sky pioneer: A photobiography of Amelia Earhart*. Washington, DC: National Geographic Society.

The photobiography illustrates through simple text and clear pictures the life of Amelia Earhart from child to the first woman to attempt circumnavigating the world. The book is suitable for a variety of reading levels. The author tells how Earhart's life was significant for the Women's Rights Movement and how she played a large role in Women's History. Through pictures and text the book describes the hardships Earhart had to overcome, like that of all women in society and their struggle for equal rights. (Grades 4-6)

Uchida, Y (1995). *The invisible thread: An autobiography*. Englewood Cliffs, NJ: Julian Messner.

Award-winning Japanese-American author writes of her childhood and the difficulty of balancing her dual heritages and customs. Trouble arose for her as a young teen when Japan bombed Pearl Harbor and her family was relocated to concentration camps because of their Japanese appearance. Working as an elementary school teacher within the camp, Yoshiko was awarded a full graduate fellowship in the Department of Education at Smith College and was able to leave the camp, displaying true bravery and strength. (Grades 5-6)