

★ American Girl®

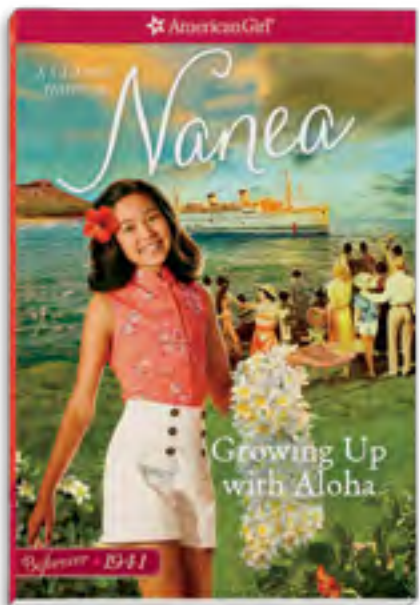
Beforever™

Nanea 1941

**A Teacher's
Guide to
Growing
Up with
Aloha**

A Nanea Classic

Includes
Common Core
State Standards
Correlations



About the Book

Nine-year-old Nanea Mitchell lives in Honolulu on the island of Oahu in the territory of Hawaii with her parents and her older brother and sister. When Japan bombs Pearl Harbor on December 7, 1941, America enters World War Two. The peaceful life that the Mitchells and their neighbors have enjoyed is replaced by martial law. Strict curfews are established, and mandatory blackouts are enforced. Schools are closed, and the beaches are lined with barbed wire. Rumors of additional attacks and frequent air-raid drills have everyone on edge. Wanting to do something to help the war effort, Nanea and her best friends, Lily and Donna, organize a bottle drive for the Red Cross. The organization needs containers for the collection and storage of blood. The girls' effort is so successful that the Honolulu newspaper prints a feature story about them. But there are problems the girls can't solve. Nanea's brother, who will be 18 soon, is eager to enlist. Lily's family, who is Japanese, face discrimination because they look like the enemy. Donna and her mother, who recently moved to

Hawaii, are labeled "nonessentials" by the government and ordered to return to the mainland. Amid the changes and uncertainties, Nanea wonders whether her beautiful island will ever be the same again.

About This Guide and the Common Core Standards

Nanea's story begins in 1941, the year Japan bombed Pearl Harbor. This event caused the United States to enter a war that had been raging in other parts of the world for several years. Because elementary students have yet to study this time period, the novel offers a glimpse of the sacrifices that the people on Oahu faced during the war. The layered discussion questions ask students to think deeply about the themes of family, friendship, diversity, prejudice, discrimination, courage, responsibility, safety, sacrifice, and community. There are natural connections to the language arts, social studies, science, and arts curricula. This guide encourages students to be careful readers without jeopardizing the pleasure they gain from reading. It is recommended that students read the entire book before engaging in a detailed study of the novel. Common Core Standards are applied to the discussion and activities to aid schools that use the standards. Those schools that don't use the standards should simply ignore them and recognize that the guide supports a quality reading program.

Pre-Reading Activity

Nanea's story takes place in 1941 as the United States is forced into World War Two after Japan bombs Pearl Harbor. Establish the context for the time and place of the novel by asking students to read "Inside Nanea's World" (p. 200-201). Then ask them to share what they learned about life in Hawaii after this devastating event. What were the sacrifices the people made? Have them write a paragraph about what they believe was the most difficult sacrifice. Ask them to give reasons for their opinion and to write a concluding sentence. Allow time in class to share their paragraphs.

Correlates to Common Core Standards in Language Arts in Reading Informational Text: Key Ideas & Details RI. 2-4.2; Writing: Text Types & Purposes W. 2-4.1; Language: Conventions of Standard English L. 2-4.1, L. 2-4.2; Knowledge of Language. L 2-4.3.

Thematic Connections

Family

Discuss the difference between “immediate” and “extended” family. Describe Nanea’s immediate family. Who are her extended family? How do they support one another in times of crisis? Nanea is the youngest in her family. How does she view her role at the start of the book, and how does it change throughout the story?

Friendship

Discuss the friendship between Nanea, Lily, and Donna. Why are they called the Three Kittens? Their friendship is occasionally challenged. At what point does their friendship seem most at risk? What reunites them? Donna and her mother are forced by the U.S. government to leave Hawaii because they are considered “nonessentials.” Compare and contrast this to how Lily’s family is treated.

Diversity

Define diversity. How are the Kittens a diverse group? Explain how Nanea’s family celebrates the diverse population in their neighborhood. The Japanese custom is to leave shoes at the door. Eventually this became a custom throughout Hawaii. Describe the customs unique to Hawaii. How do the Sudas and the Hills adopt these customs?

Prejudice and Discrimination

Define prejudice and discrimination. How do prejudices lead to discrimination? How is the U.S. government guilty of prejudice and discrimination toward the Japanese after Pearl Harbor is bombed? Why is it wrong to assume that Uncle Fudge is the enemy simply because he is Japanese? Lily’s brother finds “Go home Jap” written in soap on his windshield. How is this a sign of prejudice and hatred?

Responsibility

Explain what Papa means when he tells Nanea, “You need to think before you act” (p. 26). How does he encourage her to take responsibility for her actions? Papa also tells Nanea that one must learn from one’s mistakes. How is admitting a mistake the first step toward becoming a responsible person? Discuss the ways that Nanea becomes more responsible as the story progresses.

Safety

Nanea has always felt safe at home. Explain why it feels unsafe after the events of December 7. Discuss why the quiet inside the house seems frightening. Nanea’s grandparents stay with her family after Pearl Harbor is bombed. How does their presence make Nanea feel a little safer? Discuss the fear that overtakes Lily when the government takes her dad away.

Sacrifice

How does life on Oahu change after the bombing of Pearl Harbor? What sacrifices do the people of Oahu make? Describe Nanea and her family’s adjustment to the changes. What do the Kittens sacrifice? Refer to the glossary of Hawaiian words at the end of the novel. What does *kokua* mean? How do the characters in the novel practice *kokua*? Explain how *kokua* is especially important after Pearl Harbor is bombed. Discuss how Nanea and Lily do *kokua* for Donna.

Correlates to Common Core Standards in Language Arts in Reading Literature: Key Ideas & Details RL. 2.1, RL. 3-4.1, RL. 2.3, RL. 3-4.3; Craft & Structure, RL. 2-4.5; Speaking & Listening: Comprehension & Collaboration SL. 2-4.1, SL. 2-4.2, SL. 2-4.3; Language: Conventions of Standard English L. 2-4.1; Knowledge of Language L. 2-4.3.

Curriculum Connections

Language Arts

A simile is a figure of speech where two things are compared, often using *like* or *as*. Explain the following simile: “One sweet voice rose above all the other sounds, casting the lyrics over the crowd like a fisherman’s net” (p. 23). Then ask students to write a simile that describes Nanea’s and Lily’s feelings as they say good-bye to Donna.

Correlates to Common Core Standards in Language Arts in Vocabulary: Acquisition & Use L. 3-4.5.

The *Star-Bulletin* interviews Nanea about the bottle drive for the Red Cross. Write the feature story that appears in the newspaper. Include quotes from Lily and Donna and Red Cross workers. Remember to include who, what, when, where, why, and how. Encourage peer editing.

Correlates to Common Core Standards in Language Arts in Writing: Text Types & Purposes W. 2-4.3; Production & Distribution of Writing W. 2-4.5; Language: Conventions of Standard English L. 2-4.1, L. 2-4.2; Knowledge of Language L. 2-4.3.

Social Studies

Discuss the many changes brought about by the war to the people on the island. Then use library books or Internet sites to identify other ways Americans were asked to sacrifice and contribute to the war effort. Make posters similar to the ones on the following website that the Kittens may make to help their community realize how the people on the mainland were sacrificing for the war effort: <http://www.nh.gov/nhsl/ww2/sacrifice.html>. Then have students write a paragraph that explains the poster they created.

Correlates to Common Core Standards in Language Arts in Writing: Text Types & Purposes W. 2-4.2; Research to Build & Present Knowledge 2-4.7; Language: Conventions of Standard English L. 2-4.1, L. 2-4.2; Knowledge of Language L. 2-4.3.

Have students take a virtual field trip of the World War II Valor in the Pacific National Monument (<https://www.nps.gov/valr/index.htm>). Instruct them to outline the main features of the memorial park. Then write a one-page paper that explains the design of the USS Arizona Memorial.

Correlates to Common Core Standards in Language Arts in Reading Informational Text: Key Ideas & Details RI. 2-4.2; Integration of Knowledge & Ideas RI. 2-4.7; Writing: Text Types & Purposes W. 2-4.2; Language: Conventions of Standard English L. 2-4.1, L. 2-4.2; Knowledge of Language L. 2-4.3.

Science

Tutu Kane, Nanea’s grandfather, tells her about hiking on the lava flows when he was a boy. He describes the sounds of different kinds of birds. Have students identify birds that Tutu Kane might have seen. The following website is helpful: <http://www.alohafriendsphotos.com/birds.html>. Then have them conduct research on one bird and write a short entry for a birding guide of Hawaii.

Correlates to Common Core Standards in Language Arts in Writing: Text Types & Purposes W. 2-4.2; Research to Build & Present Knowledge W. 2-4.7; Language: Conventions of Standard English L. 2-4.1, L. 2-4.2; Knowledge of Language L. 2-4.3.

Music and Dance

Nanea takes hula lessons and performs at the USO. Have students learn about the history of hula, the stories the dance tells, the costumes, and the instruments used for hula dancing by watching the video at <http://www.huladancehq.com>. Then divide the class into groups and ask each group to develop a Power-Point presentation that explains hula to people visiting Hawaii.

Correlates to Common Core Standards in Language Arts in Writing: Production & Distribution of Writing W. 2-4.6.

Drama

Have students think about the drama created in Hawaii from the moment the islanders identify the Japanese planes flying overhead on December 7. Divide the class into three groups and ask them to write a dramatic play in three acts based on Chapters 4, 5, and 6: Group One—A Sky Full of Planes; Group Two—The Real McCoy; Group Three—Missing. Perform the play in class or for another class.

Correlates to Common Core Standards in Language Arts in Writing: Text Types & Purposes W. 2-4.3; Research to Build & Present Knowledge W. 2-4.7; Speaking & Listening: Presentation of Knowledge & Ideas SL. 2-4.4; Language: Conventions of Standard English L. 2-4.1; Knowledge of Language L. 2-4.3.

Vocabulary/Use of Language

The vocabulary in the novel isn't difficult, but students should be encouraged to jot down unfamiliar words and try to define them using clues from the context. Such words may include: *ukulele* (p. 3), *gangplank* (p. 22), *wafted* (p. 25), *pantomimed* (p. 29), *essence* (p. 30), *mica* (p. 32), *negotiations* (p. 40), *diplomats* (p. 40), *deadline* (p. 45), *civilian* (p. 49), *maneuver* (p. 50), *mobsters* (p. 63), *precaution* (p. 68), *immigration* (p. 72), *disheveled* (p. 77), *rummaged* (p. 88), *evacuation* (p. 92), *precinct* (p. 99), and *morale* (p. 134).

Have students discuss the many meanings of aloha. Then have them identify places in the novel where aloha is used to mean hello, good-bye, love, and compassion.

Correlates to Common Core Standards in Language Arts in Reading Literature: Craft & Structure RL. 2-4.4; Language: Vocabulary Acquisition & Use L. 2-4.4.

Internet Resources

- <http://www.nationalww2museum.org>
The website for the National World War II Museum in New Orleans
- <https://www.nps.gov/wwii/index.htm>
The website for the National World War II Memorial
- <http://pearl-harbor.com/arizona/arizona.html>
The website for the USS Arizona Memorial at Pearl Harbor in Honolulu, Hawaii

About the Author



Kirby Larson is the author of several novels, including the Newbery Honor book *Hattie Big Sky*, and *Dash*, winner of the Scott O'Dell Award for Historical Fiction. With her friend Mary Nethery, she has written two award-winning picture books. She lives in Kenmore, Washington, with her husband and Winston the wonder dog. In her free time, she hunts for beach glass and tidbits from history that she can turn into stories for young readers. Visit Kirby at www.kirbylarson.com.

More Stories About Nanea

- *Hula for the Home Front: A Nanea Classic, Volume 2*—Find out what happens after *Growing Up with Aloha*.
- *Prints in the Sand: My Journey with Nanea*—A modern girl travels back in time to Nanea's world in this multiple-ending book.

Key to Common Core Standards Referenced in This Guide

Reading Literature

Key Ideas & Details

RL. 2.1—Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL. 3-4.1—Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.

RL. 2.3—Describe how characters in a story respond to major events and challenges.

RL. 3-4.3—Describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft & Structure

RL. 2-4.4—Determine the meaning of words and phrases as they are used in a text.

RL. 2-4.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Reading Informational Text

Key Ideas & Details

RI. 2-4.2—Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Integration of Knowledge & Ideas

RI. 2-4.7—Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Language

Conventions of Standard English

L. 2-4.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 2-4.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L. 2-4.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition & Use

L. 2-4.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.

L. 3-4.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

Speaking & Listening

Comprehension & Collaboration

SL. 2-4.1—Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.

SL. 2-4.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL. 2-4.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge & Ideas

SL. 2-4.4—Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Writing

Text Types & Purposes

W. 2-4.1—Write opinion pieces in which they introduce the topic they have written about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.

W. 2-4.2—Write information/explanatory texts to examine a topic and convey ideas and information clearly.

W. 2-4.3—Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

Production & Distribution of Writing

W. 2-4.5—With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W. 2-4.6—With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build & Present Knowledge

W. 2-4.7—Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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BeForever™

BeForever is American Girl's line of historical fiction for young readers. Originally conceived and developed by a former classroom teacher, the books are grounded in thorough historical research and bring history to life for children.

BeForever is about making connections. It's about giving young readers opportunities to explore the past, find their place in the present, and think about the possibilities the future can bring. And it's about seeing the common thread that ties children from all times together. The BeForever characters stand up for what they care about most: helping others, protecting the earth, overcoming injustice. Through the characters' stories, young readers today discover how staying true to their own beliefs will help make their world better today—and tomorrow.

Find Teacher's Guides to all the BeForever characters at
www.americangirl.com/guides

