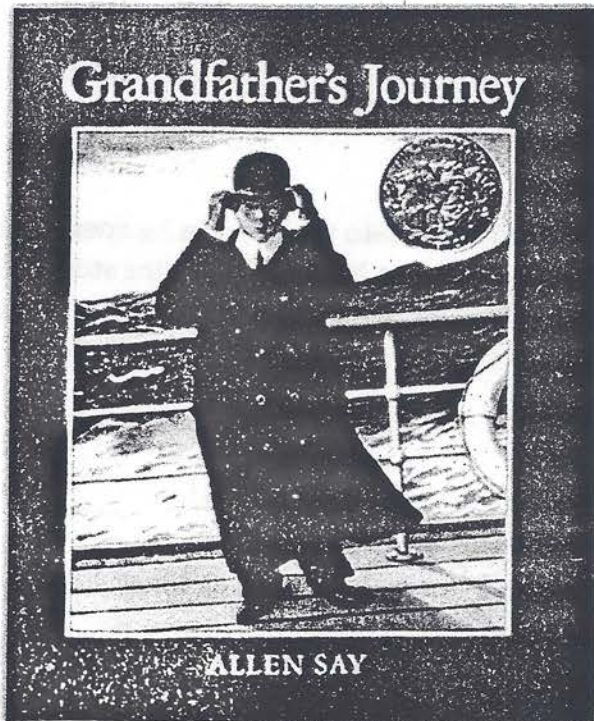


Grandfather's Journey

WRITTEN AND ILLUSTRATED BY ALLEN SAY
(HOUGHTON MIFFLIN, 1993)



This is the story of a cross-cultural family. It begins with the author's memories of his grandfather, who left Japan for California, and eventually returned to Japan with his family. Though the grandfather was happy to be home in Japan, he missed the mountains and rivers he left behind. When his grandfather dies, the author, who grew up in Japan, decides to see the mountains and rivers his grandfather missed so much. He stays in California, but like his grandfather, never forgets his homeland.

*The funny thing is, the moment I
am in one country,
I am homesick for the other.
I think I know my grandfather now.
I miss him very much.*

—FROM GRANDFATHER'S JOURNEY

An Inside Look

Allen Say, who grew up in Japan and later moved to the United States, always dreamed of becoming an artist. As a boy, he worked four hours a day apprenticing with Noro Shinpei, a famous cartoonist. "What I really learned from this man was how an artist thought and how he lived his life, which was more important than learning how to draw." (From *Meet the Authors and Illustrators: Volume Two*)

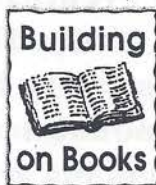
An Art Lesson: Rock Garden Designs

Explore rock gardens—a part of Japanese culture that is woven into the illustrations in *Grandfather's Journey*. In Japan, rock gardens symbolize the beauty of the natural world—the earth, mountains, water, and so on. Let children look for rock gardens in the illustrations. Then have them work together to design a miniature rock garden for the classroom or school lobby.

Materials

- * rocks
- * tray-size sheets of cardboard
- * plastic bowls, water, sand, small plants, paint (optional)

- 1 Take a walk with children to gather small rocks.
- 2 Set up rocks and other materials in a corner of the classroom. Let children visit a few at a time to design their rock gardens. For optional design elements, they can use small plastic bowls to create ponds, paint rocks blue to symbolize waterfalls, mold sand, and arrange plants.
- 3 Display rock gardens in the classroom, a corner of the library, or the lobby. Let them inspire students' appreciation of nature and their visual eye for art in the world around them.



Allen Say shares another glimpse into the life of a Japanese family with *Tree of Cranes* (Houghton Mifflin, 1993), the story of a mother who decorates a tiny tree with paper cranes to show her son how she celebrated Christmas as a child in America.

LANGUAGE ARTS LINKS

Book Talk

After reading the story, guide a discussion about the family's cross-cultural experiences.

- * What do you think the grandfather liked most about California? What do you think he missed most about Japan?
- * When the grandfather returned to Japan, how do you think he felt?
- * What kinds of stories do you think the grandfather told the boy?

- ✱ When the boy grew up and moved to California, what do you think he missed about Japan?
- ✱ Have you ever moved from one place to another or taken a trip to a faraway place? (Note that *faraway* could be another country or the town down the road.) What did you like about the place you went to? What did you miss about the place you left behind?

Word Watch: Family Words

grandfather

Add a family-word chart to your room's print resources, starting with the word *grandfather*. Reread the story, looking for and listing other family words (*daughter, grandparents*). Let children add to the chart with names for people in their own families, including parents, siblings, as well as more distant relatives. Encourage children to use the chart when they need family words in their own stories.

Family Members

Grandfather	Brother
Poppy	Mama
Nana	Sister
Granny	Cousin
Papa	
Mommy	
Daddy	
Aunt	
Uncle	
Step-father	

Traveling Words

[TIP] Add a challenge by having children categorize the words before creating their dictionary pages—for example, grouping them by air, water, and land travel.

The author's grandfather traveled from Japan to California by steamship. Ask: "How do you think the author made the same journey when he was old enough to travel?" Use chart paper to make a picture dictionary of transportation words. Let students suggest ways they have traveled as well as other modes of transportation. Write the words on the chart paper, leaving space for pictures. Let children draw or cut out pictures to go with the words. Add the dictionary to your classroom writing resources. Children can add to it as they discover new words.

Transportation Words

Steamship



Car



School Bus



Train



Bicycle



Writer's Corner: My Journey

In *Grandfather's Journey*, the author tells of his grandfather's journey to America and what he loves most about his new home. Use the beginning of the story as a model for students' stories about their own journeys (such as a trip to the grocery store; a visit to a different city, state, or country; or a move). To guide their writing, use questions such as these that parallel the book:

Dylan's Journey

I like to visit my cousin David's house. We have to drive a long way to get there. When we're there, I like to play in the treehouse. We climb up a ladder to get there. We fix things up there. I hand David wood and he hammers. I don't like to leave David's house. But when I'm there I miss my friends and my cat Pete.

- * Where did you go?
- * How did you travel?
- * What did you bring with you?
- * What were some of the first things you saw?
- * What did you like best about the place you traveled to?
- * What did you miss about home?

Possible formats for writing include postcards, journals, newspaper/magazine articles, and letters. (To extend this activity, see *Family Travels*, page 102.)

STORY EXTENSIONS

Dramatic Play: Cultural Connections

Use the pictures in the story to inspire dramatic-play experiences. Stock your dramatic-play area with items that represent aspects of traditional Japanese culture.

- * **kimonos:** Cut off the collars, cuffs, and buttons from large shirts.
- * **obi:** Cut colorful fabric into long sashes for kimonos; wrap around the waist.
- * **geta:** Traditional footwear—make by tracing children's feet on cardboard and stapling fabric strips or ribbon to create a thonglike sandal.
- * **tatami:** Traditional straw mats—cut cardboard boxes into mat-size pieces and let children draw lines to represent woven material.
- * **ikebana:** Supply artificial flowers, branches, vases, and

florist's clay and allow children to experiment with the traditional Japanese art of flower arranging.

- * **fans:** Demonstrate how to bend paper back and forth to make an accordion-fold fan; staple at the bottom and add ribbon at the bottom to make a handle.

Let students sample Japanese food as they play one day. Rice, soba noodles, and bamboo shoots (available in the specialty food section of many grocery stores) are just a few of the foods you might serve.

Math: Paper Folding Fun

Material

- * paper cut into 6-inch squares

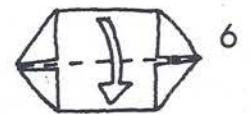
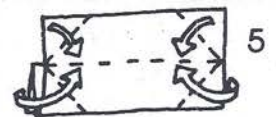
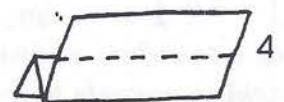
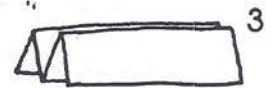
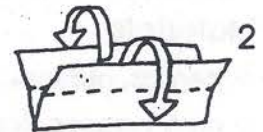
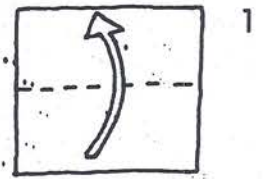
[TIP] If you use origami paper, have children start with the paper colored-side up. If you use white paper, you might invite children to color it before you begin. As students complete each fold, have them crease the edges.

The art of origami utilizes geometry, fractions, and measurement in every design. Let children look at the origami boat pictured on the back cover of *Grandfather's Journey*. Then guide them in making their own simple boats.

Give each child a square of paper. Guide children in completing the following steps.

- * Fold the paper in half, bottom edge to top edge. (1)
- * Fold one of the top halves down so that the top and bottom edges meet. (2, 3)
- * Turn the paper over and again bring the top half down so that the top and bottom edges meet. Crease the edge then unfold. (3,4)

- * Fold each corner (top and bottom) in. Fold the bottom layers together. (5)
- * Fold the top edge down to meet the bottom edge. (6) Pull open the top edges and press down on the inside to shape the bottom of the boat. (7)



Social Studies/Language Arts: Family Travels

Build on the stories the grandfather told the boy about California by inviting children to ask grandparents (or other family members) about their journeys. Let children use the take-home journal page (see page 103) to gather information. Have them use their notes to write stories about the journeys. As children share their stories, use a map to locate destinations.

Art: Memory Time Lines

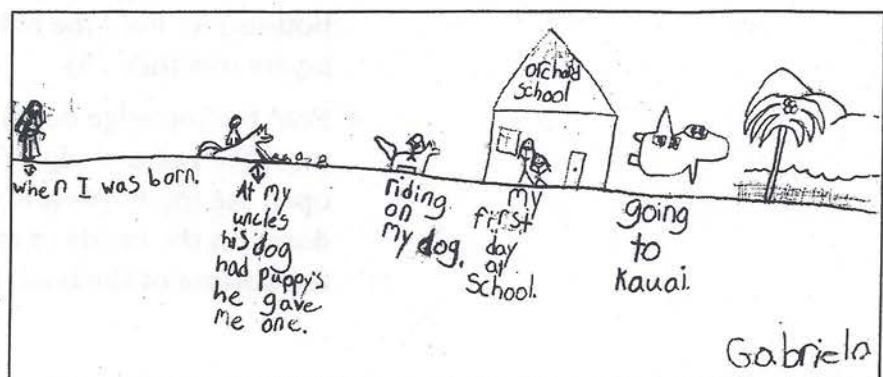
One of the illustrations in *Grandfather's Journey* pictures a favorite memory of the author's—weekends at his grandfather's. In *Meet the Authors and Illustrators: Volume Two*, Allen Say says, "All good artists have an excellent memory. You have to remember. You cannot imagine without memory." To inspire their artistic efforts, help students build a bank of memories by making memory time lines.

Materials

- * pencils, crayons, markers
- * craft paper or large sheets of white paper

[TIP] You may want to assign step 1 as a take-home activity, asking parents to work with their children in recording these memories.

- 1 Ask students to list memories. These might include trips, visits with favorite people, "firsts" (such as losing a first tooth or riding a two-wheeler), arrival of pets or siblings, moves, and so on.
- 2 Help children number their memories in chronological order by asking which happened first, next, and so on.
- 3 Share a sample map you've made (you can enlarge the one shown here). Give children each a large sheet of craft paper and ask them to make their own maps, filling in dates of events, labeling them, and drawing pictures to illustrate.
- 4 Talk about ways students can use their maps—for example, to get ideas for stories. Encourage children to add on to their maps to record new memories.



JOURNAL PAGE

Family Travels

Dear Parents,

We're reading *Grandfather's Journey* in class, a story about a grandfather who travels from Japan to America and the love he has for both places. Please help _____ find out about a journey someone in your family took. You can use the questions here to guide your child's investigation. Please have your child return the assignment by _____. Thank you.

Sincerely,

1. Who is the person you are writing about?

2. What journey did this person take?

3. How did he/she travel? _____

4. What did he/she bring on the trip? _____

5. What did this person like best about the place he/she went to?

6. What did this person miss most about home?
