

Story Vocabulary: Japanese terms and more

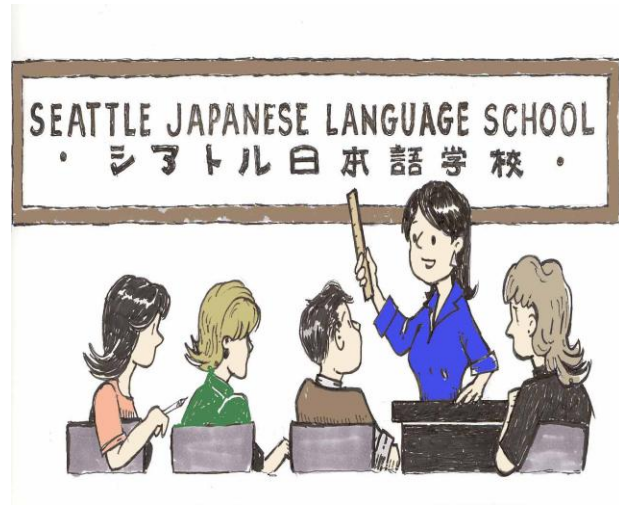
Support Lesson 1

Title: What does that mean?

Summary: This lesson summarizes one method of finding new words or terms to introduce vocabulary before reading Omoide stories or primary resource documents.

Age/grade level: All ages - Will vary depending on experience of group (base vocabulary choices on your group and reading passages)

Related EALR: Check for your specific grade level for related reading or vocabulary goals such as:
1. The student understands and uses different skills and strategies to read.
1.3. Build vocabulary through wide reading.



Suggested materials: Vocabulary lists per story or as needed, copies of the associated stories or primary documents. Two different colored highlighters or pencils.

Time needed: Ten to fifteen minutes depending on the number of words discussed

Lesson Objective: Students will find new terms or vocabulary in a passage and determine the importance or relevance of the new terms towards understanding what is read.

Presenting the Lesson

Preparation:

Select the Omoide stories you will use or review the supplemental primary documents for the lessons. Make copies or lists of the specific vocabulary you wish to cover. Decide how you will present the main activity. (Younger students or struggling readers may be more successful working in a large group than in pairs or individually.)

Set/Introduction:

Model how to identify vocabulary as new or essential with the word, “Omoide.”

1. Open the book to the title page and point to the word “Omoide”. Ask: “Who knows how to pronounce this word and what it means?”
2. Explain: “Omoide” is a new word and important to the book. (New, for most because it’s Japanese and important, because it’s in the title.)
3. Summarize the introduction as a simple method of finding new vocabulary.

Depending on the level of your group and the amount of time you spend on vocabulary, briefly describe ways readers attempt to understand new words, such as using context, looking it up, asking someone, or making references with pictures and other statements.

Main activity:

Have students look at one of the stories and the prepared vocabulary list. (You may also do this activity with any of the supplemental primary documents.)

In pairs or as a large group, highlight words that fall under the category of **new**. In another color, highlight words that may be considered **essential** (meaning important to the content of the story, although it may not be a new word or term.)

Review the highlighted list and read the story/document together. Discuss the meanings of the highlighted words to fully understand the passage. Bring in thematic as well as grammatical references. For example, *memories* could be substituted for the word *omoide*, yet using Japanese brings deeper meaning into the themes and feelings of the stories.

Secondary activity:

Remind students when readers read they find unfamiliar words. Some new words may be from foreign languages such as in the Omoide stories. New words will differ per person due to content or exposure. From the list of highlighted words, create a word bank for students to refer to later. If the words are Japanese, you may want to post their English translations.

Guided questions/Potential answers:

- ❑ How does language effect the way the stories feel? (*Answers will vary, but may include references to how some words are specific to cultures, events, and time periods.*)
- ❑ What new Japanese or English vocabulary did you learn and what does each word or term mean? (*Listen for words identified.*)

Summary:

You can use this lesson with any of the Omoide stories, the primary resource documents, or notes taken from the presentation. For future lessons, keep a list of the highlighted terms. These terms may be useful for individual projects or further research.

Assessment options:

Have students summarize the story in a short paragraph or statement. Encourage them to use terms that were found during the highlighting session. Determine their understanding based on accurate or descriptive usage of the example vocabulary.

Use the [writing rubric](#) for assessing writing samples found in the assessment section of this guide.

Extensions/Follow up:

Japanese pronunciation is easy because words are syllabic and each “letter” is sounded. In most cases, each syllable gets equal emphasis. Consonants are pronounced as in English. There are no soft or hard variations such as the letter c in English which may sound like an “s” or a “k.” The five vowel sounds are pronounced as in Spanish. Vowels also make only one sound. There are no short or long vowel sound differentiations.

A= (ah) as in “hard”

E= (eh) as in “let”

I= (ee) as in “tree”

O= (oh) as in “yoga”

U= (oo) as in “duty”

For example, omoide would be pronounced in four syllables as oh moh ee deh.

Students may enjoy trying out the pronunciation key above with other Japanese words in the story and in their environments, with commonly used words in English such as teriyaki, tofu, or futon.

Additional Bibliography:

An Omoide specific list of Japanese words and related vocabulary can be found in the Omoide book.

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Glossary of Terms - Supplemental

Japanese American Generational Terms:

| | |
|--------------------|---|
| Issei: (ee-say) | first generation Japanese immigrant |
| Nisei: (nee-say) | second generation Japanese Americans, children of Issei born in the United States |
| Sansei: (sahn-say) | third generation Japanese Americans, children of Nisei |
| Yonsei: (yohn-say) | fourth generation Japanese Americans, children of Sansei |
| Gosei: (go-say) | fifth generation Japanese Americans, children of Yonsei |
| Kibei: (kee-bay) | born in the United States, educated in Japan and returns to America |
| Nikkei: (nee-kay) | person of Japanese ancestry, can be used in place of Japanese American |

Japanese Words and Phrases:

| | |
|--|---|
| chambara (chahm-bah-rah) | sword fighting |
| dojo: (doh-joh) | martial arts hall or school |
| kanagaeshi: (kah-nah-gah-eh-shee) | print shop worker, returns printing characters to type set drawer |
| Namu Amida Butsu: (nah-moo ah-mee-dah boo-tsoo) | homage to Buddha of life and light: of reverence and gratitude |
| nihon: (nee-hoh-n) | Japan |
| nihongo: (nee-hoh-n goh) | Japanese (language) |
| nihonjin: (nee-hoh-n-gee-n) | Japanese person |
| nihon machi: (nee-hoh-n mah-chee) | Japan town |
| Oba-san: (oh-bah-sahn) | grandmother; elderly woman |
| ofuro: (oh-foo-roh) | Japanese bath |
| ojuzu: (oh-joo-zoo) | prayer beads |
| omedeto: (oh-meh-deh-toh) | congratulations |
| omoide: (oh-moh-ee-deh) | memory; recollection |
| on: (ohn) | obligation; debt |
| onshirazu: (ohn-shee-rah-zoo) | ungrateful |
| onigiri: (oh-nee-gee-ree) | rice ball |
| sashimi: (sah-shee-mee) | raw fish |
| Shikata ga nai: (shee-kah-tah gah nah-ee) | It can't be helped. |
| Shinnen akemashite omedeto gozaimasu: (sheen-nen ah-keh-mah-shee-teh oh-meh-deh-toh goh-zah-ee-mah-soo) | Happy New Year! |
| sukiyaki: (soo-kee-yah-kee) | thin sliced beef cooked with vegetables and bean curd (tofu) |
| Sumeba miyako: (soo-meh-bah mee-yah-koh) | If you live in a place long enough, it starts to feel like home |
| umeboshi: (oo-meh-boh-shee) | pickled Japanese plum |

Words and terms from supplemental primary documents and historical references:

Ancestry: Refers to line of descent or lineage

Assembly centers: Temporary detention centers where people of Japanese ancestry were held prior to removal to permanent centers, hastily built on fairgrounds, racetracks, and similar facilities.

Concentration Camp: Euphemistically called "relocation centers" by the War Relocation Authority; differs from internment camps. There were ten permanent WRA camps. Incarceration camp is also used.

Evacuation, Evacuees: Euphemistically refers to forced removal of people of Japanese ancestry in World War II.

Executive Order 9066: A written and posted order by the US government under President F.D. Roosevelt which ordered removal of citizens of Japanese ancestry from the West Coast on February 19, 1942.

Incarceration, Incarcerated: To be imprisoned. Over 120,000 people of Japanese ancestry were imprisoned (incarcerated) during World War II.

Internment Camps: Where enemy aliens, primarily those of Japanese ancestry, deemed dangerous in World War II were held; administered by the US Department of Justice.

Imprisonment: To be jailed, held in prison, confined

Redress: To set right; satisfaction for wrong done.

Restricted Zone: Designated area in which persons of Japanese ancestry were taken from and moved to camps

War Relocation Authority: (WRA) Governmental agency which administered America's concentration camps

War Incarceration Centers: See Internment Camps

100th Battalion/442nd Regimental Combat Team: Most highly decorated all Nisei volunteer combat unit which fought in Europe in World War II.

Civil liberties: Legal guarantees of an individual's right to free speech, thought, and action.

Prejudice: An irrational hatred of a particular group, race or religion. Preconceived preference; bias

Racism: The notion and practices in accordance to the belief that one's own ethnic stock is superior.

Enemy alien: Persons of military interest identified as potential threats to the country's interests during times of war. In the case of WWII, Japanese Americans deemed enemy aliens due to their ethnic origin.