

# Interdisciplinary Ideas

## LANGUAGE ARTS

1. Read examples of Haiku in books or online. (Keyword: Haiku kids) Write a haiku together and then write and illustrate poems individually or with partners. (The first line has 7 syllables, the second line 3 syllables, and the third line 7 syllables.)
2. Write and illustrate a personal narrative about eating at home or at someone else's home. Draw your family members or friends eating a meal together. Write about your picture and read to the class.

3. Together make a picture dictionary about Japan. Choose words A-Z related to the story. Research how to write a few words in Japanese.\* For each page, write the word in English and in Japanese, draw a picture, and write a sentence using the word.

## SOCIAL STUDIES

1. Cook rice and practice eating it with chopsticks.
2. Research to find out about a traditional Japanese breakfast. (Keyword: traditional Japanese breakfast) Share findings with the class.

## ART

1. Use paintbrushes, calligraphy pens, or charcoal to copy Heartwood attributes in Japanese (see Reproducibles in the *Teacher's Guide*).
2. Explore origami (Japanese paper folding). (Keyword: origami kids)

\* Visit [www.heartwoodethics.org](http://www.heartwoodethics.org) and choose Teaching Heartwood, Activities, Primary, for links to eating customs in England and Japan and to English/Japanese dictionaries.

# How My Parents Learned to Eat

Ina R. Friedman  
1984  
Boston: Houghton Mifflin

**RESPECT**  
Japan/U.S.A.  
Realistic Fiction  
Reading Time: 8 minutes

## CONCEPTS

Respect  
Love  
Consideration

## SUMMARY

**A Japanese girl is courted by an American sailor in this charming story of different cultures meeting while respect, consideration, and love grow. Manners and customs are depicted through Alan Say's clear line drawings and soft watercolor illustrations.**

NOTE: Before reading discuss differences in foods and eating customs among people in the United States, England, and Japan.\*

## OBJECTIVES

The student will be able to identify, define, and discuss respect, love, and consideration as they apply to this story. The student will learn that using good manners shows respect.

# After the Story

## How My Parents Learned to Eat

### DISCUSSION

1. Who is telling the story? Why is it natural for her to eat with chopsticks and with knives and forks? Compare illustrations on the first and last pages of the book. What did you learn about Japanese American culture? How do you think the young girl felt about being part of two cultures? Explain.
2. What problem do both Aiko and John face in the beginning of the story? What do they do to solve their problem? How do they show respect and consideration for each other? What can you do to show respect to someone whose culture is different from yours?
3. This story took place many years ago. Do you think eating together would be a problem today? Why or why not?
4. Aiko and John express their love by showing consideration for each other. Brainstorm ways you show love to your family by considering their needs.

### ACTIVITIES

1. Locate Japan on the world map.
2. In small groups, talk about manners that show respect and consideration when we eat. Together list ideas on a "Good Manners Show Respect" chart, such as "Keep your mouth closed while eating," "Say 'No, thank you' if you don't want a certain food," "Thank the cook if you like the food," and "Wait until everyone is served before eating."
3. Ask someone who knows how to use chopsticks for a demonstration. Obtain chopsticks or use pencils to try this skill.
4. Invite a guest who has lived in Japan to visit your classroom and discuss Japanese culture, especially manners, respect, and beauty. Serve tea and snacks and show good manners.

### EXTENSION

1. Complete Home Connection pages and take home to share with families.
2. Retell the story at home. Ask if anyone has had to change or learn new ways to accommodate others or to show respect. With permission, share with the class.

### WRAP-UP

1. In *My Heartwood Journal* write and/or draw how John and Aiko show respect for each other and write and/or draw how you show respect at someone else's home.
2. Make a class "Consideration is..." booklet. Make copies of story paper.\* Complete the sentence, "Consideration is \_\_\_\_\_" and illustrate your pages. Make copies, compile into booklets, and take home to read to families.

### VOCABULARY

stationed  
kimono  
foreign

trembled  
chopsticks  
sukiyaki