

THE LEAGUE OF SECRET HEROES

Mask

Book Two



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Curriculum Guide



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Common Core Connections: Grades 3-6

3rd Grade

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

4th Grade

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

5th Grade

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

6th Grade

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



Discussion & Comprehension Questions

Chapter 1-5

Chapter 1

- What city are Mae, Akiko, and Josie visiting ?
- How did they travel?
- Why is this city important to Akiko?
- Why is Akiko's uncle's store closed?
- Why does someone else now live in Akiko's house and drive their old car?
- Where did Akiko go when she disappeared from class?
- What happened to Akiko's family?
- What were Japanese and Japanese Americans allowed to bring with them to camp?
- What was Manzanar?

Chapter 2

“You can talk about things all you like. But what really matters is taking that first step towards actually doing something.” (pg.13)

- How did Mae, Akiko, and Josie feel after their previous battle against Hisser and his Nazi spies?

- What were the real identities of Mrs. B and her dog Astra?
- What is Mrs. B's biggest plan?
- What is the superhero name for Mae, Akiko, and Josie's superhero group?
- Before the girls left for San Francisco, what did they spend the week doing?
- What does Akiko call her cousin?
- Why did her cousin open her letter?
- What is written in the letter that Akiko's cousin gives her?

Chapter 3

- What did Akiko, Mae, and Josie decide to do after reading Akiko's letter?
- How many camps were set up altogether?
- Why does Akiko try to hide when the police car goes by?
- When the girls appeared in the internment camp, what was Josie worried about?

"Everybody here is a prisoner." (pg.23)

- What did Akiko plan to tell the guards about why Mae and Josie were at the camp?
- What did the people in the camp do to stay busy?

"We make the best of a terrible situation. We're prisoners—what else are we supposed to do all day?" (pg.24)

- Why does Akiko take them to see choir practice?

Chapter 4

- Who ran up to Akiko?
- Why were Mae and Josie surprised by how Akiko greeted the other kids?
- Why did Josie feel bad for Akiko?
- Who did the girls think the snake really was?

Chapter 5

- When the girls returned to San Francisco, where did they go first?
- What did Akiko's mother always say when it rained?
- What does Akiko think her mom is doing?

“It’s funny how certain smells call up a memory.” (pg.35)

- What kinds of things do the girls remember when they think of their missing family members?

“No matter where Akiko, Mae, and I went—whether it was teleporting across the country or soaring among the clouds—the people we loved came with us. In our minds, in our hearts, and even in the smells we breathed.” (pg.36)



Chapter 6-10

Chapter 6

- Why did Akiko put on sunglasses?
- Before the war, what did Akiko's mom do at the doll store?
- Who was Rocco?
- Why didn't Akiko like Rocco?
- What did the girls find on the light pole?

Chapter 7

- How do the girls try to solve the riddle they found?
- What did the symbol of the number 8 on its side mean?
- Who was the note about, once the girls deciphered it?
- What did they see when they got off the streetcar?
- Who do they think the note is from?

Chapter 8

- Who does Akiko suddenly see near the flower stand?
- How does Akiko know the woman is her mother?
- Where is Akiko's mother supposed to be?
- Why doesn't Akiko go after her mother?
- What would you have done if you were Akiko?
- Why don't the girls see Akiko's mother leave?

Chapter 9

- Who reminds them that they need to keep decoding the secret message?
- What kinds of military ships do they see at the waterfront?
- What does Josie see that gives her a clue about the secret message?
- What clue does Mae figure out?
- What does Akiko see that completes the secret message?

Chapter 10

- What did the girls suddenly see in the sky?
- Why was the balloon so dangerous?
- How do Josie and Akiko feel about clowns?
- What is the real identity of the clown they see?
- What is the first thing the Infinity Trinity decide to do once they transform?
- What superhero do the girls see in the comic book they dropped?



Chapter 11-16

Chapter 11

- Where do the girls go when they teleport?
- Who is afraid of heights?

“This is our moment...to do our part!!” (pg. 65)

- What do they decide to do to stop the balloon bombs?
- Who shows up and starts making new balloon bombs?

Chapter 12

- What weapon did Side Splitter and his clown copies make?
- What did the cannonballs hit first?
- What did Mae do to try to stop the clown copies?
- What did Josie do to stop the cannonballs from hitting the bridge? What did she make the cannonball hit?
- Who did Josie call out to for help? Who appeared?
- What are Hopscotch’s powers?

Chapter 13

-Why does Mae think Side-Splitter is going to be hard to beat?

“Strength doesn’t mean physical power. Strength means never giving up, no matter how hard the fight.” (pg.82)

-What power does Side-Splitter use to shoot at the Infinity Trinity?

-What did Hopscotch do when Side-Splitter shot electric jolts at her?

-What did Hopscotch conjure? What did Josie do with them?

“It’s only when we’re tested that we can see what we’re really made of!” (pg.84)

-What superpower did Mae reveal? How did she use it to attack Side-Splitter?

-What did Josie do to help the injured woodpecker?

-What happened to Josie after the bird flew away?

Chapter 14

-Who did Josie see first after her fall?

-What happened to Josie’s leg? What does she do to fix it?

“Don’t let setbacks discourage you. It’s when we’re challenged that we learn how high we can soar!” (pg.90)

Chapter 15

- Once Side-Splitter and Hopscotch leave, where do the girls go?
- How did the girls get into the locked Ferry Building?
- What is the first thing the girls hear once they get into the building?
- What do the girls keep trying to do every time they see a door with writing on it?
- Why does Akiko tell the woman that they are looking for Josie's Uncle Les?
- Before the girls were taken back into the hallway, what do they hear that makes them turn around?

Chapter 16

- Why was Mrs. B upset that the girls were in San Francisco?
- What do the girls find out about the note they had found on the light pole in Japantown?
- Who had ACTUALLY left the note for the girls? Why did they leave it when they knew Mrs. B didn't want to call for the Infinity Trinity?
- What are Elizebeth and Genevieve's special talents?
- What was PURPLE?
- How does Mrs. B plan to beat Side-Splitter?



Chapter 17-22

Chapter 17

-Why are the girls so nervous after talking with Mrs. B?

“...a single star may shine brightly,’ Elizebeth said, ‘but a constellation of stars can light the way.’” (pg. 106)

-What does Elizebeth mean by “open code”?

-As the girls read one of the open code letters, what do they learn about “Mr. Shaw”?

-Who is the Doll Lady who is writing the open code letters?

-Why does Akiko not want to tell Mrs. B and Elizebeth what they know about the Doll Lady?

-What is the Doll Lady’s real name?

-What do the girls see in the last three photographs that upsets Akiko?

Chapter 18

-What do the girls say to Akiko to try to help her feel better about seeing the photographs of her mother with the Doll Lady?

-What does Mae mean when she says “Let’s take this stitch by stitch”?

- Why do the girls suddenly run out of the sleeping quarters and back into Room Twelve?
- What is Side-Splitter doing on Lombard Street?
- Why is Side-Splitter so angry?
- What did Genevieve do that made everyone cheer?
- What did Genevieve look for to solve PURPLE?
- How will cracking PURPLE help with the war effort?
- What do the girls think about when the puzzlers tell them that cracking PURPLE will help save lives?

“No matter what we did, the people we loved most in the world were never far from our thoughts.” (pg. 116)

- What did Mrs. B give everyone to celebrate cracking PURPLE?

Chapter 19

- What does Mrs. B ask the girls to help with?
- What special tools are given to the girls to help with their task?
- What kinds of things do the girls first hear when they begin listening to the radio messages?
- What did the words “Sun or shine” mean when decoded?
- How did the girls decode the radio message?
- How did the girls feel once they decoded the message?

Chapter 20

- What kind of puzzle was the radio message?
- What is happening to all the superheroes?

- What kind of code does Mae think she hears on the radio?
- Who does Mrs. B think is sending the second message?
- Who are “hopper, hound, and horse” from Side-Splitter’s message?

Chapter 21

- What did Mrs. B want the girls to do while she was gone? What would you have done?
- Where did the girls decide to go when they left the Ferry Building?
- Who do the girls suddenly see outside the coffee shop window?
- Who is the woman in the pink cartwheel hat? Who is with her?
- How does Akiko know that the woman in the green beret is her mother?

Chapter 22

- According to Josie, what is a “dead drop”?
- What happened to the Doll Lady and Akiko’s mother while the girls were talking about netting on ships?
- Why does Mae think the Doll Lady must be using spy tricks?
- What did the Doll Lady ACTUALLY use instead of tricks?



Chapter 23-28

Chapter 23

- What does the Doll Lady put into the mailbox?
- Why do the girls want to read the Doll Lady's letter?
- Why does Mae stop Akiko from putting her arm into the mailbox?

“This is the big question...Do we choose to do something we know is wrong in order to help prevent something bad happening? Or do we choose to do nothing and know that by NOT acting, a terrible thing might occur?” (pg. 143)

- How did Mae plan to use chewing gum to get the letter?
- How did the girls know they had found the correct letter?
- Where was the letter going to be sent?

Chapter 24

- How did Josie get the letter open?
- How did the Doll Lady hide her secret messages?
- What did the Doll Lady mean when she wrote “an old Fisherman with a Net over his back”?
- What did the Doll Lady mean when she wrote “an old woman with wood on her back” and “a little boy”?
- Who suddenly shows up and snatches the letter from the girls?

-How did the girls escape Side-Splitter's replicas?

-How did the small woman help the girls?

Chapter 25

-Why didn't the girls tell Mrs. B about the letter?

-Who was waiting for the girls when Mrs. B took them to the gymnasium?

-How will Agent Khan get behind enemy lines once she gets to France?

"...nothing could ever really prepare a person for the unknown." (pg. 158)

-What does Mrs. B want the girls to do with Agent Khan?

-Who was also waiting for the girls in the gymnasium? Why was she there?

-Why was Josie so worried about Mrs. B and Astra?

Chapter 26

"The best way to learn is to open your mind." (pg. 160)

-How can spies hide their gadgets?

-Why is being a radio operator the most dangerous job a spy can have?

"Believe in yourself. It's the best armor." (pg. 166)

-Why does Hopscotch teach the girls how to stop bad guys?

Chapter 27

- Which one of the girls was able to decipher Morse Code the fastest?
- According to Akiko, what is one of the worst feelings in the world? Why would she feel this way?
- In what ways have all the girls felt powerless?
- Why does Hopscotch teach the girls how to stop bad guys?

“There is only one thing we can do,” she said. “Try.” (pg. 177)

Chapter 28

- How did the girls figure out who intercepted the S-O-S call?
- What hint did Side-Splitter give that convinced Akiko that her mother WAS working with Doll Lady and Side-Splitter?
- What do the other girls say to try to help Akiko feel better?



Chapter 29-34

Chapter 29

- Why are Mrs. B and Astra so tired?
- Why are the girls so worried about Mrs. B and Astra?
- What does Akiko do that surprises Mae and Josie?

Chapter 30

- Why did Akiko pretend not to like dogs?
- What did Akiko's parents tell her and her brother when their dogs were missing? What REALLY happened to the dogs?

"If we don't stand up for them, who will?" (pg. 190)

Chapter 31

- Who do the girls think all the performers work for?
- What do the girls and Mrs. B notice about the jokes the performers are telling?
- What kind of event seemed to be happening in the city?
- What did Josie see the tall performer give a smaller one?
- How did Josie know that the lady with the harmonica was a clown?

-What did Mrs. B think the joke really was?

Chapter 32

-What was Akiko's idea for finding out what was written on the tall clown's note?

-What did Akiko pretend to be so the tall clown would talk to her?

-How did Akiko convince the clown on stilts to give her the note?

-Where did the girls and Mrs. B go so they could read the note?

-What did Mrs. B and the girls overhear from the people behind them that made them nervous?

Chapter 33

“Sometimes it's hard to spot the difference,” Mrs. B began, “between an innocent coincidence and a well-planned scheme.” (pg. 202)

-What kind of code was in the note?

-What part of the note gave Josie the idea of how to solve the code?

-What is a “5x5” cipher?

-Who had taught the girls about a 5x5 cipher?

Chapter 34

-The girls made a lot of guesses as they worked to solve the code. How did making guesses help them?

- What did the message say when the girls were done decoding it?

-Why do the girls think that Side-Splitter will be using his weapon very soon?



Chapter 35-40

Chapter 35

- Why don't the girls transform into the Infinity Trinity right away?
- What does Mae see after the Infinity Trinity lands on top of Coit Tower?
- What does Akiko pull out of her bag after wishing they had binoculars?
- What did the Doll Lady and Akiko's mother give to the two clowns?
- What is special about the ring and dog collar that the Doll Lady gave to the clowns?
- How does Mae think the ring and dog collar are connected to Mrs. B and Astra?
- The Infinity Trinity have 3 dangerous tasks to take care of. What would YOU have done first?

Chapter 36

“When things get hard, we can't give up or shrug our shoulders or look to someone else. The only thing we can do is TRY.” (pg. 217)

- What plan did the Infinity Trinity come up with to get the ring and dog collar away from the clowns?
- What power did Josie use to get the ring and dog collar away from the clowns, the Doll Lady, and Akiko's mom?
- Where did the girls hide the ring and dog collar?
- What suddenly appeared in the sky behind the Infinity Trinity?

-What does Akiko think Side-Splitter will attack?

-What is the scariest place of all for Josie?

Chapter 37

-Where do the Infinity Trinity look to find Side-Splitter and his clowns?

-How does Josie round up the clowns? What power does Mae use to help Josie block the clowns from escaping?

-Who suddenly appears to remind the girls to keep an eye on Side-Splitter?

-What does Akiko pull out of her bag to help them find Side-Splitter?

-How does Mae finally stop Side-Splitter?

Chapter 38

-Who got hurt when the cable car crashed?

-How does Josie help Astra feel better?

-What does Mae suddenly remember that might help Mrs. B and Astra?

-What happens to Mrs. B when she puts on the moonstone ring? What happens to Astra when Akiko puts the collar on him?

-Why do the woman and man talk about the super heroes as if they are gone?

Chapter 39

-What is special about Akiko's bag?

-Who does Mae see standing inside the radio room?

“...the extraordinary can be found amid the ordinary. It's just a matter of adjusting the way we look at things.” (pg. 245)

- What was Akiko's mom REALLY doing to help Mrs. B and Room Twelve?
- How did Akiko feel when she learned the truth about her mom?
- Why do the girls decide to NOT tell Akiko's mom—or any of their families—the truth about the Infinity Trinity?
- What do Mrs. B's assistants give to Mae, Akiko, and Josie?

“History for too long has taught that females are delicate flowers, unable to take the heat, incapable of feats of strength and daring....But we know better.” (pg. 246)

Chapter 40

- Why is it so important to Mrs. B that they solve the codes in the messages?
- Why did Josie think the message might be about the Eiffel Tower?
- What do the girls have to do to the letters in the message to decode this puzzle?
- Who is in control of France and what did they hang on the Eiffel Tower?
- Who might be “losing hope” as the solved message said?
- Who is going to go to Paris?
- What is in Mrs. B's trunk that upsets Josie?
- What happens when Josie tries to touch what is in the trunk?

“Their attacks took away much of our power, but it could never destroy our spirit. That is something I believe will always live on.” (pg. 254)

- What does Mae find in the trunk that tells the girls that Zenobia is powerless?
- Where do the girls think Zenobia is hiding?
- What does Mrs. B want the girls to do when they go to Paris?



Comprehension and Exploration Activities

1. *Graphic Organizers*
2. *Super Villains*
3. *Balloons Over World War 2*
4. *Learning from the Past: Japanese Internment Camps 5W1H Chart*
5. *Writing Prompts*
6. *Thematic At-Home/Virtual Learning: Resources and Ideas*
7. *About the Author*
8. *Sources & Links*



Graphic Organizers

Character Study

Akiko

Timeline

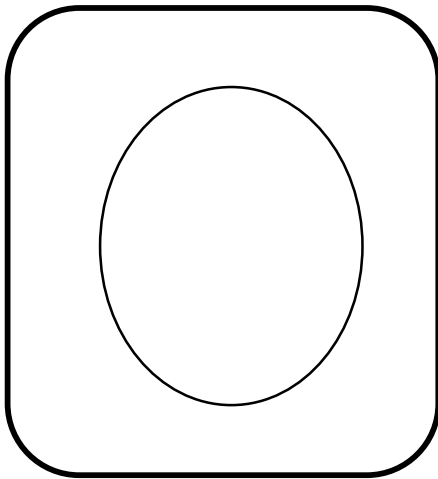
Name _____

Character Study: Akiko

In *Mask*, much of the story centers around Akiko. We learn a lot about her family's story and how it connects to the much larger story of World War II.

Understanding Akiko's personal story not only tells us more about her, but also helps us to see World War II from a different point of view.

Complete the Character Study below. Compare your thoughts to those of your classmates. On what parts did you think alike? Different?



Draw Akiko

Akiko's favorite sayings:

Character traits: What kind of person is Akiko? What are her talents, fears?

Family members:

Where is Akiko from?
Where does her family live?
Where is she living now?

How does Akiko change by the end of *the book*?

TIMELINE





Super Villains

Topic: *Creative writing, Art*

Purpose: *Exploring what makes a “villain” in a comic book or fictional story.*

Key Questions: *What is the difference between a superhero and a villain?*

Are villains real?

If you could create a villain, what would they be like?

Materials:

Writing paper

Blank or art paper

Pencils and erasers

Colored pencils or markers

Scissors

Small pictures of each student’s face

Glue

Preparation: 4 Corners

This activity can be done in a regular classroom setting, or can be done virtually by having students indicate their choice (1,2,3, or 4) via text or other signal.

Tape up/show students 4 signs, one in each corner (or in 4 separate areas of the room or screen). The signs will each have descriptions on them:

- 1. Causing physical pain*
- 2. Causing chaos and confusion*
- 3. Causing emotional pain*
- 4. Destruction of things and places*

Explain when we read about villains—like Side-Splitter—or see movies or TV shows with villains, the villains usually stand out because they do things that aren't kind. One reason books or shows that have villains are popular is because villains make us think about the ways that real people do or say things that aren't kind—things that make us feel sad, afraid, or angry.

Invite suggestions of some pretend villains from books and/or movies.

Show students signs depicting 4 ways that villains usually act toward others.

Invite students to think for a few seconds about which one of these traits they feel would be the WORST for a villain to have.

At the count of 3, give them 10 seconds to go stand under the sign (or indicate by number) the trait that matches their choice.

If you wish, give them another chance to change to another sign

Activity:

Once students are seated again, explain that villains are usually people who do scary things using dangerous powers because there is something they want very badly, and they are willing to do anything to get it.

Students will be invited to consider the trait signs they picked, and to use those traits create their own super villain. Their villain must be unique and not present in any existing books, movies, TV shows, or online platforms.

- 1. What does your supervillain look like? You can draw, paint, or collage your supervillain. Consider costume, powers, logos or symbols, etc...*
- 2. Create a name for your supervillain. Think about how the name connects to your villain's powers (ie: Side-Splitter was named for the term "side-splitting," a kind of intense laughter, possibly due to watching a funny CLOWN performance.)*
- 3. Write down the supervillain trait or traits you picked during our 4 corners activity.*
- 4. Now using your imagination and what you learned about Side-Splitter, list your supervillain's skills or "powers".*
- 5. Every supervillain has a weakness. What weakness does your supervillain have?*
- 6. Lastly, describe what might happen if the Infinity Trinity had to face off with your supervillain. Which member of the Trinity has skills that would find your villain's weakness? Who would win—your villain, or the Infinity Trinity?*

Name _____

Super Villains

1. What does your super villain look like? Think about costume color and style, powers, logos, etc...

2. Name your Supervillain

3. What are your supervillain's traits (from the 4 corners activity)?

4. What are your supervillain's powers or skills?

5. What is your supervillain's weakness? What is the key to defeating them?

6. Create a description or story about what would happen if the Infinity Trinity met your supervillain in a battle? Which member of the Trinity would have the skills to find your villain's weakness? Who would win—the Infinity Trinity or your supervillain?



Balloons Over World War II



During World War II, balloons were used by both sides to try to fool or hurt their enemy —*barrage balloons* by the British and *fire balloons* (“*Fu-go*”) by the Japanese. In *Mask*, Side-Splitter’s bomb dropping balloons are very much like the *fire balloons* used by Japan during World War II.

While balloons have been used in wartime to fight with and hurt people, balloons can also be used in times of peace to help people.

Think back to the story about the kinds of things that Josie, Mae, and Akiko talk about wanting, or think about all the people who lost everything they owned due to the war, and the things they would want or need. Imagine how balloons could’ve been used to help instead of hurt.



Name _____

Balloons Over World War II

1. Use the links provided to learn
 - a. How hot air balloons work. What makes them fly?
 - b. Who first invented them?

2. Links: <https://science.howstuffworks.com/transport/flight/modern/hot-air-balloon.htm>

3. Create your own hot air balloon! (Note: with parents with you please)
 - a. <https://www.wikihow.com/Make-a-Mini-Flyable-Hot-Air-Balloon-with-Candles>
<https://www.youtube.com/watch?v=yxSiS2WYv2g>

 - b. Materials:
 - i. 1 thin, small trashcan bag or plastic produce bag from grocery store
 - ii. 4 small birthday candles
 - iii. Tape
 - iv. Scissors
 - v. Aluminum foil
 - vi. Ruler
 - vii. Lighter for candles
 - viii. Felt tip marker
 - ix. 2 plastic straws
 - x. Length of thin yarn or string
 - xi. Outside area
 - xii. Bucket of water or fire extinguisher

 - c. Take pictures or make a video of your hot air balloon! Remember: even if your balloon doesn't fly, you've still learned scientific principles, and thus your result is absolutely worth sharing!

4. Other Resources

Use of Balloons in Warfare
<http://www.bbrclub.org/History%20of%20Balloons%20in%20Warfare.htm>
<https://www.forces.net/news/aviation-history/barrage-balloons-what-were-raf-squadrons-which-defended-wwii-britain>

<https://nationalinterest.org/blog/reboot/during-world-war-ii-british-forces-tormented-nazi-germany-balloon-weapons-163996>

Now design your peacetime balloon. Use links or websites your teacher provides to learn about how hot air balloons work and label the parts of your balloon and finally, describe how your balloon would've helped people. Remember: there were no computers during World War like we have today!

Using what you've learned about hot air balloons, design your own balloon. Think of shape, color, and messages you'd want to include.



Learning from the Past: Japanese Internment
5W1H Chart

Focus: *Chapters 1 (Graphic), 3 and 4/whole book*

Topic: *Setting, History*

“Mask” is a historical fantasy that blends fact and fiction. This means that amid the fictional characters created by the author (Josie, Mae, and Akiko), and fictional situations, there are real-life events from history.

Purpose: *Access existing student knowledge about the World War II Japanese internment camps, guide students to predict what they want or need to know, and then reflect upon what they’ve learned*

Key questions: *What do you know about Japanese internment camps?*

How did these camps affect Japanese and Japanese American families? Children? Communities?

*What was life like in the internment camps? How did people take care of everyday needs (eating, using the bathroom, etc.)?
What did people do to stay busy?*

What happened to the Japanese people’s homes, businesses, farms, cars, furniture ,and other belongings?

Materials: 5W1H Charts (What/Who/When/Where/Why/How)
“Mask” Book
5W1 H chart
White board/chalkboard/smart board/virtual white board

Preparation:

1. Individual or partner read of Chapter (Graphic), 3, and 4

2. **Brainstorm:** Whole group brainstorm/small group brainstorm

a. What details do you see and read in Chapter 1 that describe what Akiko’s life was like BEFORE she and her family were sent to the internment camp?

b. What details did you find when you read Chapter 3 that describe what Akiko’s life was like AFTER she and her family were sent to the internment camp?

3. **Activity: 5W1H Chart**

*Can be done as individual, partner, or small group activity

a. 5W and 1H Chart

b. Individually or together, fill out the 5W1H chart for the 5 W’s:

-What were the internment camps?

-Who were sent to live in these camps?

-Where were the camps located?

-When were the camps used?

-How did people get to the camps?

-Why did the U.S. government send people—U.S. citizens—to internment camps?

- c. *For any answers you don't know, figure out the best way to find answers*
- d. *(Optional) Share and discuss your chart with a partner*
- e. *Collect charts and return to them throughout the reading*

4. Extension/Alternate Approach

Instead of individual charts, create a large class wall 5W1H chart OR a shared virtual chart online. Have students work in groups to share what they know and predict what they'd like to/need to learn and then add their responses using post-its.

1.



Writing Prompts/Ideas

What makes a place feel like home?

Are clowns funny or scary? Or both?

Are all superheroes good? Are all villains bad?

The Infinity Trinity LOVE traveling by teleportation because it is fast. When would teleportation NOT be the best way to travel?

What if you, like Mae, discovered you could talk to animals? Which animal(s) would you want to talk to? What questions would you ask?

If you suddenly had the power to heal, like Josie, how would you use it? Would your life change? Why?



Thematic At-Home/Virtual Learning Resources and Ideas

Thematic projects and explorations are a great way to dig deeper into subjects and concepts across multiple types of instruction including standard in-class instruction, virtual learning, home schooling, and hybrid combinations.

A careful combination of guidance and trust in the young learner is necessary for thematic projects to work. To this end, daily or bi-weekly 2 minute check-ins with each student go a long way toward building success and enthusiasm.

Below are thematically/topically arranged on-line resources appropriate for student use so that young learners can explore their topics of choice for their projects.

Tips for thematic projects you may find useful:

-Projects can incorporate or be focused on humanitarian, social justice, or activism as well as standard topics.

-Think outside the traditional box for your student's thematic project. Projects can be presented as power point presentations, video, photo collages, graphic novel-style reports, or standard written reports. Don't rule out ways to incorporate drama, acting, or music as well!

-Start students off by determining what the end product will be:

Video	Photo collage with captions	Powerpoint
Oral presentation	Piece of art	Performance piece
Written piece	Community project	Activism
Experiment	Research project	Informational project



Online Resources for Thematic At-Home/Virtual Learning

Kid Safe Search Engines

<https://www.kidzsearch.com/>

<https://www.kiddle.co/>

Morse code

Project idea: Invite students to explore the history of Morse code, to brainstorm creative ways Morse code could be used, research other types of codes and ways to communicate that use senses besides our eyes.

See and Hear Morse Code-Alphabet

<https://www.youtube.com/watch?v=J8YcQETyTw>

History of Morse Code

https://kids.kiddle.co/Morse_code

Morse Code practice game <https://morse.withgoogle.com/learn/>

Japanese American Internment Camps

Project idea: Have students create a timeline that follows Japanese Americans during World War 2 as they went from simply living their lives in their communities to being ordered to leave to be imprisoned in camps.

Meet a survivor *<https://www.youtubekids.com/watch?v=e1s2kwSPwU>

History behind Internment camps https://kids.kiddle.co/Japanese_American_internment

The Orange Story Documentary and Historical Data (High school/college level-for teacher reference only) <https://theorangestory.org/>

Hot Air Balloons

Project idea: Invite students to create their own hot air balloon, and then to prepare a presentation detailing what and how they did, and what additional knowledge they gained about the balloon bomb Side-Splitter unleashed over San Francisco in the story.

Hot Air Ballooning facts <https://www.scienceforkidsclub.com/hot-air-balloons.html>

https://kids.kiddle.co/Hot_air_balloon

<https://www.sciencekids.co.nz/sciencefacts/vehicles/hotairballoons.html>

<https://mocomi.com/hot-air-balloon/>

<https://science.howstuffworks.com/transport/flight/modern/hot-air-balloon.htm>

Making a mini hot air balloon: <https://www.wikihow.com/Make-a-Mini-Flyable-Hot-Air-Balloon-with-Candles>

Codes and Ciphers

Project idea: Invite students to learn more about a code-breaker from history, such as Elonka Dunin, Chester Nez, the ENIAC Six (Jean Jennings, Marlyn Wescoff, Ruth Lichterman, Betty Snyder, Frances Bilas, Kay McNulty).

Kryptos/Elonka Dunin <https://www.youtubekids.com/watch?v=CwdUwevayRU>

Code Cracking Game <https://kids.nationalgeographic.com/games/action-and-adventure/crack-the-code/>

Eniac Six <https://kids.kiddle.co/ENIAC>

Moonstones and Geology

Project Idea: Have students select a gemstone/mineral and put together a presentation about the geology behind its creation, different properties that gemstone/mineral has, and the powers that some people believe that

gemstone/mineral possesses.

Geology <https://kids.nationalgeographic.com/explore/science/geology-101/>

Precious Stones <https://kids.nationalgeographic.com/explore/science/gemstones/>

Gemstones <http://justfunfacts.com/interesting-facts-about-gemstones/>

http://www.onegeology.org/extra/kids/rocks_and_minerals.html

<https://www.sciencekids.co.nz/sciencefacts/earth/rocksandminerals.html>

http://www.geography4kids.com/files/earth_rocktypes.html

Animal Communication

Project idea: Have students compare and contrast how humans communicate with different animals communicate.

Secret Dolphin Language <https://kids.nationalgeographic.com/explore/nature/secret-language-of-dolphins/>

Wolf Communication <https://kids.nationalgeographic.com/animals/mammals/gray-wolf/>

Maps

Project idea: Have students create a map of San Francisco focusing on important places from the story.

<https://kids.kiddle.co/Map>

<https://d139u8doh717eh.cloudfront.net/san-francisco-map.pdf>

*youtubekids.com (will need to set up free account)



About the Author Kate Hannigan



What does she write?

Kate writes fiction and nonfiction for young readers.

What are her favorite things to write about?

She especially loves digging up remarkable people from history and sharing their stories.

What is her superpower?

Kate's superpower seems to be parallel parking, but if she could choose, it would be teleportation.

Where is she from?

She lives in Chicago with her husband, three kids and one anxious Australian shepherd.

What other books has she written?

The Detective's Assistant is about America's first female detective.

A Lady Has the Floor tells the story of Belva Lockwood, the first woman on the ballot for president.

Cape is the first book in The League of Secret Heroes series about three girls living during World War 2 who discover they are superheroes.

The Great Chicago Fire graphic novel explores the 1871 Great Chicago Fire.

Mask Curriculum Guide
created by Christina Hoover Moorehead
2020