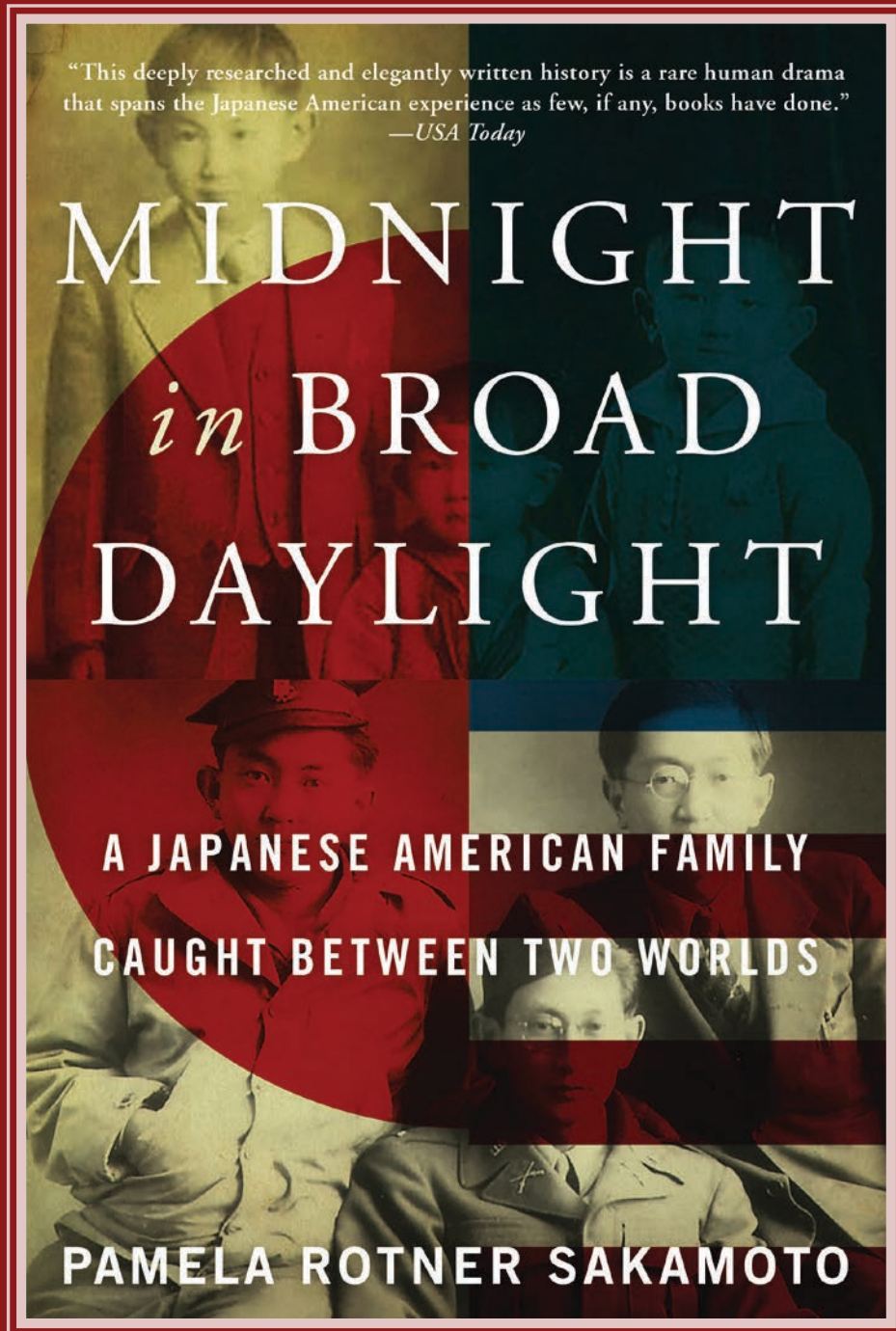


# A TEACHER'S GUIDE TO



HARPER

[HarperAcademic.com](http://HarperAcademic.com)

## Contents

About the Book	3
About the Author	3
Discussion Questions	3
Chapter 1: At Home in Auburn	3
Chapter 2: Hiroshima Sojourn	3
Chapter 3: Growing Pains	3
Chapter 4: The Great Depression	3
Chapter 5: Ivory Bones and Lead Ashes	4
Chapter 6: Land of the Rising Sun	4
Chapter 7: A Sorrowful Homecoming	4
Chapter 8: Hazing in Hiroshima	4
Chapter 9: Panic in Los Angeles	4
Chapter 10: Silence from Glendale to Hiroshima	4
Chapter 11: Incarcerated in California	5
Chapter 12: The Empire's Home Front	5
Chapter 13: Arizona Sandstorms	5
Chapter 14: A Balmy Winter in Minnesota	5
Chapter 15: Mary's North Star	5
Chapter 16: Rations and Spies in Hiroshima	5
Chapter 17: Suspicious from the Start	6
Chapter 18: To the Front with a Typewriter	6
Chapter 19: No Season for Cherry Blossoms	6
Chapter 20: Taking New Guinea	6
Chapter 21: Pierce's Stay of Execution	6
Chapter 22: A Stunning Encounter in Sarmi	6
Chapter 23: Glacial Change in the Jungle	7
Chapter 24: The "Red Paper" Draft	7
Chapter 25: Extremes in the Philippines	7
Chapter 26: Brothers at War	7
Chapter 27: The Atomic Bomb	7
Chapter 28: Bittersweet Reunion	7
Chapter 29: A Troubling Letter	8
Chapter 30: Peace and Redemption	8
Epilogue	8
Writing Prompts	9
Research Projects	9
Websites and Videos	9

## About the Book

Meticulously researched and beautifully written, Pamela Rotner Sakamoto's *Midnight in Broad Daylight* is the true story of a Japanese American family that found itself on opposite sides during World War II. An epic tale of family, separation, divided loyalties, love, reconciliation, loss, and redemption, this is a riveting chronicle of U.S.–Japan relations that illuminates the often-overlooked Japanese-American experience during World War II, a story that resonates today in a multitude of ways.

## About the Author

Pamela Rotner Sakamoto is an American historian. Fluent in Japanese, she lived in Kyoto and Tokyo for seventeen years. She works as an expert consultant on Japan-related projects for the United States Holocaust Memorial Museum in Washington, D.C., and has taught in the University of Hawaii system. She is on the faculty at Punahou School in Honolulu.

## Discussion Questions

### CHAPTER 1: AT HOME IN AUBURN

- Auburn, Washington is Harry, Pierce, and Frank's beloved hometown. What are its pleasures and tensions?
- Why do Kinu and Katsuji Fukuhara send Victor and Mary to Japan for schooling?
- What is the role of Japanese school for the ethnic Japanese community? Can you think of a contemporary equivalent?

### CHAPTER 2: HIROSHIMA SOJOURN

- What kind of city is prewar Hiroshima?
- How would you describe Aunt Kiyo and Meijidō?
- What are your first impressions of Victor and Mary? (Keep in mind whether these hold true later.)

### CHAPTER 3: GROWING PAINS

- What is a *kibei* and how does that status differ from *nisei*?
- The Fukuhara family experiences a jolt when Victor and Mary return to the United States. What are the problems at home?
- Victor and Mary are assigned to the second grade in school. How would the situation be different or similar today?

### CHAPTER 4: THE GREAT DEPRESSION

- How does legal discrimination at the federal and state levels obstruct progress for ethnic Japanese?
- The *issei* first-generation immigrants are legally recruited to work on the railroads. They transition to farming and owning small businesses. How does the press regard them?
- Would you describe Katsuji Fukuhara as successful? Explain.
- Explain how the following global events impact the family in Auburn: the Great Depression, Japan's incursion into Manchuria, the 1932 presidential election.

## CHAPTER 5: IVORY BONES AND LEADEN ASHES

---

- How does the death of Katsuji Fukuhara reveal the precarious status of *issei* and *nisei* in the United States?
- Harry relishes chauffeuring his mother around the countryside. How might his perspective differ from that of his mother?
- Why does Kinu Fukuhara decide to take her family to Japan?

## CHAPTER 6: LAND OF THE RISING SUN

---

- Once they step foot in Japan, the Fukuharas become *Amerika-gaeri*. Why are they considered different from the Japanese?
- Discuss why Hiroshima is both a military center and a city with a sizeable *nisei* population. How do these worlds clash?
- Harry has a fight with the neighborhood bully. Why does it disturb him so much?
- Mary and Harry each return to the United States alone. What are their reasons?

## CHAPTER 7: A SORROWFUL HOMECOMING

---

- Harry does not receive the welcome he anticipated. Why?
- What is going on in the world while Harry struggles to make ends meet on the West Coast?

## CHAPTER 8: HAZING IN HIROSHIMA

---

- What kind of school is Icchū?
- Why is there unofficially sanctioned bullying?
- Frank is traumatized by the hazing and keeps it a secret from his family until this book. Why?
- How does Frank cope with enduring school and an increasingly militaristic Japan?

## CHAPTER 9: PANIC IN LOS ANGELES

---

- How does life change for ethnic Japanese in the United States within hours of the Japanese attack on Pearl Harbor?
- Examine how the press depicts the Japanese-American population.
- In February 1942, President Franklin D. Roosevelt signs Executive Order 9066 that sets the internment in motion. What are the immediate consequences for Mary and Harry?

## CHAPTER 10: SILENCE FROM GLENDALE TO HIROSHIMA

---

- What is the predicament for *nisei* in Japan when Japan and the United States go to war?
- How is life altered in Japan, a nation at war since 1931?
- Describe how Kinu's and Harry's exchange of letters reflects their different backgrounds, circumstances, and personalities.

## CHAPTER 11: INCARCERATED IN CALIFORNIA

---

- Discuss the indignities of life at the Tulare Assembly Center.
- Euphemisms downplay the reality of the situation. Which euphemisms do you observe?
- How does Harry change?

## CHAPTER 12: THE EMPIRE'S HOME FRONT

---

- After Japan's defeat at Midway, discuss the ways in which life in Hiroshima becomes more arduous.
- How do the Japanese depict Americans and other Allies?
- The *tonarigumi* neighborhood associations play a large role in the community. Discuss how these groups both assist citizens and control them.

## CHAPTER 13: ARIZONA SANDSTORMS

---

- Discuss how the internees accept yet also protest their plight.
- The *kibei* and *nisei* are at odds with each other inside the camps. What is the nature of their divisions?
- Why does Harry enlist in the Army, the same agency that administers the internment?

## CHAPTER 14: A BALMY WINTER IN MINNESOTA

---

- History is full of irony, including the forced transfer of the Army's Japanese-language program from the Presidio to Camp Savage, and Camp Savage's earlier incarnation as a homeless shelter. Discuss.
- The Military Intelligence Service, an ad hoc unit arising from a dire need, essentially recruits men who could be perceived as the most suspect of the Japanese-American community. Discuss how this course of events transpired.
- On board the ship bound for Australia, Harry and the other linguists are mistaken for Chinese cooks. What does this assumption augur for how Harry and the others will be received by white American soldiers?

## CHAPTER 15: MARY'S NORTH STAR

---

- The "Loyalty Questionnaire" arouses passions within the camps. Discuss why the internees resent the questionnaire and struggle with their answers.
- How does Mary handle the questionnaire?
- Mary secures an early release from Gila River with her daughter Jeanie in June 1943. How have conditions changed at home and overseas since she was interned little over a year earlier?

## CHAPTER 16: RATIONS AND SPIES IN HIROSHIMA

---

- After Japan's defeat at Guadalcanal, how does the home front in Japan become even more beleaguered?
- What do Japanese citizens know about the war?
- How do Frank and Kinu adjust?

## CHAPTER 17: SUSPICIOUS FROM THE START

---

- In Australia, Harry is eyed with suspicion by men from other units. What is going on?
- Well into the war, many Japanese soldiers do not surrender. Some who do are promptly executed by the Allies. Discuss the sources of such mutually virulent enmity.
- Pierce is inducted into the Japanese Imperial Army in late 1943. How is his situation representative of other young Japanese men?

## CHAPTER 18: TO THE FRONT WITH A TYPEWRITER

---

- The linguists face a unique risk. Consider the dangers that they confront.
- The Mounts demonstrate time and again that they adore Harry. How do they support him at every stage?
- The Japanese-American linguists possess unparalleled skills and empathy that allows them to be so effective. How does Harry express empathy early on?

## CHAPTER 19: NO SEASON FOR CHERRY BLOSSOMS

---

- What does compulsory labor involve?
- How does Frank regard the prospect of being drafted?

## CHAPTER 20: TAKING NEW GUINEA

---

- Harry discovers a sense of purpose in the jungle of New Guinea. What does he have that helps make him an effective interrogator?
- American soldiers' tendency to keep Japanese documents as souvenirs represents a loss of strategic and tactical intelligence. Why did this situation arise?
- What does the American penchant for Japanese bones and skulls tell you about their perceptions of the enemy?

## CHAPTER 21: PIERCE'S STAY OF EXECUTION

---

- Pierce avoids being sent to New Guinea, a notorious destination for Japanese soldiers. Why do New Guinea and other islands inspire such fear?

## CHAPTER 22: A STUNNING ENCOUNTER IN SARMI

---

- Harry meets his nemesis from Hiroshima near the front. Each man regards the encounter as extraordinary. Why?
- The linguists are supposed to work behind the front, but the front was often fluid. What happens to Terry Mizutari and why is it significant for the MIS?
- Why do these two events represent turning points for Harry?

## CHAPTER 23: GLACIAL CHANGE IN THE JUNGLE

---

- The Japanese begin to surrender in greater numbers in 1944. What are the reasons for this development?
- The Military Intelligence Unit, composed largely of *nisei* linguists, is a covert operation. What are the other reasons that the linguists go unheralded and professionally unrecognized? (The lack of knowledge persists today to some degree.)
- How surprising is it that Harry is continuously supervised by less capable white officers and that most white soldiers are unaware of the internment?

## CHAPTER 24: THE “RED PAPER” DRAFT

---

- By 1945, American forces are bombing dozens of major Japanese cities. Explain how Hiroshima begins to be systematically dismantled in advance of an expected air raid.
- Why is Frank devastated by his draft notice?
- What does Kinu do in response to her youngest son's conscription?

## CHAPTER 25: EXTREMES IN THE PHILIPPINES

---

- A Japanese prisoner dies while Harry is interrogating him. This exchange haunts Harry for the rest of his life. What does this response reveal about Harry?
- Harry is commissioned as an officer in summer 1945, cause for celebration, particularly for *nisei*. What clouds his jubilation?
- Why is the battle in Okinawa so ominous?

## CHAPTER 26: BROTHERS AT WAR

---

- Describe the state of Frank's unit.
- How does Frank react when he is assigned to a suicide squad in Kyūshū?
- Harry attempts to avoid being sent to Japan. How much do you think his superior Colonel Mashbir understands?

## CHAPTER 27: THE ATOMIC BOMB

---

- What do you think of Kinu's sense of obligation to satisfy her sister Kiyō's request for a bath?
- What surprises you the most about this chapter?
- The detonation of the atomic bomb above Hiroshima marks the start of the atomic age. How does the experience of Hiroshima residents on August 6, 1945 resonate politically and personally today?

## CHAPTER 28: BITTERSWEET REUNION

---

- Harry blames himself for the atomic bomb. Can you relate to his reasoning?
- Harry's encounter with Matsuura in New Guinea inspires him to search for his family. What do you think of this connection?
- How would you describe Harry's reunion with his family?

## CHAPTER 29: A TROUBLING LETTER

---

- Life worsens in peacetime before it improves. What is the nature of a *takenoko seikatsu* or bamboo-shoot existence?
- How is Harry received back in the United States?
- Much goes unsaid in the postcard from Victor, but Harry comprehends its significance. Explain.

## CHAPTER 30: PEACE AND REDEMPTION

---

- Discuss how the characters respond to the end of the war and peacetime.
- Frank resolves to give up his Japanese citizenship and take American citizenship. What do you think of his decision?
- What do you make of Mary's complicated relationship with her mother?

## EPILOGUE

---

- Life can be stranger than fiction. What strikes you as epic or resonant about this family?
- The title *Midnight in Broad Daylight* comes from a phrase in the poem "Flames" that is in the frontispiece of the book. It may have an even wider meaning. What does the title mean to you?
- What do you take away as a message of this book?



## Writing Prompts

1. A strong attachment to a sense of home both supports and belies the Fukuharas. Examine the inherent challenges for a bicultural family.
2. As a twenty-year-old, Harry faces the dilemma of divided loyalties. When he enlists in the Army, he is aware that his three brothers in Japan may be in the Japanese Imperial Army. How does he reconcile this gut-wrenching conflict?
3. When Harry is preparing American troops for the invasion of Japan, he explains, "The enemy looks like us." How do the *nisei* deal with this problem from Pearl Harbor on?
4. By the summer of 1945, Frank says, "We decided to die to the last man. We all felt that way at the time." How and why did his thinking evolve over time?
5. Surviving the atomic bomb depended on one's proximity to ground zero. Compare two of the characters' experiences on August 6, 1945.

## Research Projects

1. Explore the history of Japanese immigration to the United States, from the sugar plantations in Hawaii, to the railroads on the West Coast, including the stream of picture brides, and the abrupt end. How did this brief episode affect U.S.-Japan relations?
2. Examine the concept of the Yellow Peril and the role of the press in fomenting xenophobia and prejudice over time. How responsible was the media for the internment?
3. Consider the milestones of Japanese expansionism in the Meiji and Showa periods before the Pacific War. How did Japanese aggression abroad influence sentiment in the United States?
4. The internment was authorized by President Franklin D. Roosevelt, but it was relentlessly advocated by Lieutenant General John L. DeWitt, head of the Western Defense Command. In contrast, in Hawaii most of the ethnic Japanese population avoided internment. Examine the role of leadership at a time of crisis.
5. Both Japan and the United States engaged in propaganda and psychological warfare. Compare and contrast their motifs, themes, and approaches.

## Websites and Videos

- Pamela Rotner Sakamoto, the author of *Midnight in Broad Daylight*, talks about her book. <https://www.youtube.com/watch?v=XoNaTD2jiYM>
- Densho, Digital Archive concerning Japanese American incarceration. <http://www.densho.org>.
- Go For Broke National Education Center, including its Hanashi Oral History Archives. <http://www.goforbroke.org>.
- Japanese American National Museum. <http://www.janm.org>.
- National Archives: Japanese-American Internment. <https://www.archives.gov/research/japanese-americans/internment-intro.html>.
- Online Archive of California: War Relocation Authority Photographs of Japanese-American Evacuation and Resettlement, 1942-1945. <http://www.oac.cdlib.org/view?docId=tf596nb4h0;developer=local;style=oac4;doc.view=item>.

For more teaching guides, please visit [HarperAcademic.com](http://HarperAcademic.com).