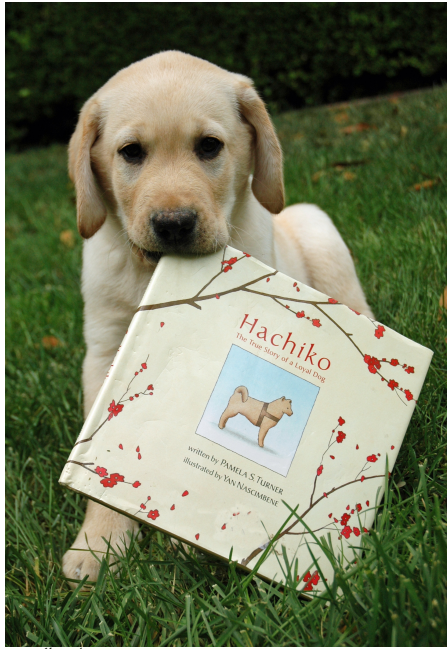


A Teacher's Guide for Hachiko: The True Story of a Loyal Dog



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About the Author:

Pamela Turner has written for kids and young adults, mostly about science and nature. She also has a strong interest in multicultural literature because she's lived in and worked in Kenya, South Africa, Japan, the Philippines, and the Marshall Islands.

About the Book:

Hachiko was a real dog who lived in Tokyo, a dog who faithfully waited for his owner at the Shibuya train station long after his owner could not come to meet him. He became celebrated for his loyalty and was adored by many of the people who passed through the train station every day. This is Hachiko's story as seen through the eyes of Kentaro, a boy whose treasures his friendship with this very special dog.

Honors and Awards:

Golden Kite Honor Award, Junior Library Guild selection, Child Magazine Best Book of the Year, BCCB Blue Ribbon List, Parent's Choice Foundation Silver Award, Booklist Editor's Choice, ASPCA Henry Bergh Honor Award, Miami Herald Best Book of the Year, NCSS Notable Social Studies Trade Book, IRA Teacher's Choice, Pennsylvania Young Reader's Choice Award

Pre-reading Activities:

1. Ask students to journal about, or discuss, the meaning of the word loyalty. What characteristics does someone who is loyal possess? Can your students think of a time when a friend, family member, or pet was loyal? [SL 2.2](#); [SL 3.4](#)
2. Plan a visit to the library or computer lab and ask students to research Japan. Have students pick topics such as traditional Japanese clothing, food, and daily life. Students can create pages detailing what they have learned. When complete, combine each of their pages into a *Japan Book* for your classroom. [W 2.7](#); [W 3.2](#); [W 3.6](#); [W 3.7](#); [W 3.8](#)
3. Have students find Japan on a map of the world and compare its location to their own home / school. Ask students, based on the map, how life might be different for children living in Japan than in their hometown. [SL 2.4](#); [SL 3.4](#)

Discussion Questions:

1. Ask students to consider why Hachiko keeps returning to the Station. In the story, Mr. Kobayashi says, "Perhaps he still hopes that Dr. Ueno will return someday. Or perhaps he knows Dr. Ueno is dead, but he waits at the station to honor his master's memory." Read this excerpt aloud and ask students to discuss their own opinions and explain the reasoning behind their conclusions. [RL 2.1](#); [RI 2.1](#); [RI 3.1](#); [RI 2.1](#); [SL 2.2](#)
2. The visitors to Shibuya Station eventually begin collecting money to build a statue of Hachiko. When the statue is built, it becomes a famous meeting place. Ask students to discuss why the visitors to Shibuya Station chose to build a statue of Hachiko. What purpose does it serve? [RL 2.1](#); [RI 2.1](#); [SL 2.2](#)
3. The title of this book is "Hachiko: The True Story of a Loyal Dog". Hachiko is loyal to Dr. Ueno throughout the book, but he is not the only one in the story to demonstrate loyalty. Ask students to consider who else in the story is loyal. How is this loyalty demonstrated? [RL 2.1](#); [RI 2.1](#); [SL 2.2](#)
4. Ask students what they believe the main theme or message in this story is. Ask them to explain the reasoning behind their conclusions. [SL 2.2](#); [SL 3.2](#); [RI 3.2](#)

Journal Prompts:

1. At the beginning of the story, Kentaro is afraid of the trains. Over time, he grows to appreciate their power. Have students journal about similar experiences they have had overcoming fear. [W 2.8](#); [W 3.3](#)
2. Hachiko's memory is preserved in the bronze statue created in his image at Shibuya Station. Statues are one way to honor the memory of loved ones. What other ways can we show appreciation for loved ones? [W 2.8](#); [W 3.2](#)
3. Why did Hachiko keep returning to the station for so many years? [W 1.1](#); [RL 2.1](#); [RI 2.1](#)
4. Hachiko is a loyal dog. What other characteristics, such as trust, friendship, and perseverance, does Hachiko portray? [W 1.1](#); [RL 2.1](#)
5. Hachiko goes through a very difficult transition when he loses Dr. Ueno. How does he respond to this change? [W 1.1](#), [RL 2.1](#), [RI 2.1](#)
6. *Hachiko: The True Story of a Loyal Dog* is told from the point of view of Kentaro, a young boy. Write the story of Hachiko again, but from a different point of view, such as from the perspective of the gardener, Kentaro's mother, or Hachiko himself. [W 3.3](#); [W 2.2](#)

Interdisciplinary Activities:

1. Have students write songs or poems about Hachiko. [W 2.2](#), [W 3.2](#)
2. Bring clay into the classroom and have students create their own sculptures of Hachiko.
3. Create origami dogs with your students. Detailed instructions for making a simple dog's head can be found at <http://www.origamiway.com/easy-origami-dog.shtml>
4. Ask students to write the story of Hachiko into a script for a play. Have students act out the play, or help them record it into their own movie. [SL 3.2](#) [W 2.7](#) [W 3.2](#)
5. Celebrate Hachiko's Anniversary on April 8th. Consider bringing in wreaths of flowers, decorating the room with students' Hachiko haiku, and bringing in traditional Japanese food to enjoy.

Further reading and learning:

Books: *Hachiko: The True Story of the Royal Dogs of Japan and One Faithful Akita* by Julie Chrystyn; *Nubs: The True Story of a Mutt, a Marine & a Miracle* by Brian Dennis, Mary Nethery, and Kirby Larson; *Hachiko Waits* by Leslea Newman

Website: www.hachikousa.com

Movie: Hachi: A Dog's Tale starring Richard Gere and Joan Allen

Pamela Turner, author: <http://www.pamelasturner.com/>

Yan Nascimbene, illustrator: <http://www.yannascimbene.com>

Common Core State Standards:

Key: RL – Reading Literature, RI – Reading Information, W – Writing, SL – Speaking and Listening.

[W 1.1](#): Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

[W 2.2](#): Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

[W 2.7](#): Participate in shared research and writing projects.

[W 2.8](#): Recall information from experiences or gather information from provided sources to answer a question.

[W 3.2](#): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[W 3.3](#): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[W 3.6](#): With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

[W 3.7](#): Conduct short research projects that build knowledge about a topic.

[W 3.8](#): Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

[SL 2.2](#): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[SL 2.4](#): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[SL 3.4](#): Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

[RL 2.1](#) / [RI 2.1](#): Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[RI 3.1](#): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RI 3.2](#): Determine the main idea of a text; recount the key details and explain how they support the main idea.