

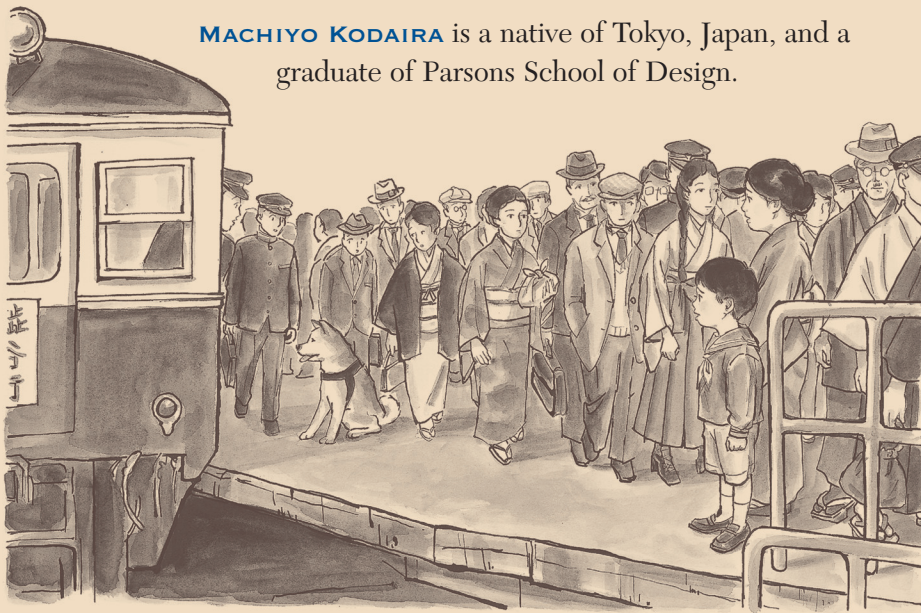
SCIENCE The reader is given a glimpse into the training of Hachiko by Professor Ueno (pp. 12 and 14). Ask students to investigate various dog-training techniques to determine how different breeds of dogs respond to the techniques. In groups of two, ask students to write a brochure explaining a specific training technique used for a particular dog breed and why it is the preferred one for that breed.

MATH Math is Yasuo's favorite subject, and he uses an abacus to compute addition problems. Have students research what an abacus is and in groups of three or four, ask them to design one of their own.

ABOUT THE AUTHOR AND ILLUSTRATOR

LESLÉA NEWMAN is a poet, an animal lover, and the author of *Runaway Dreidell!*; *Cats, Cats, Cats!*; and other picture books.

MACHIYO KODAIRA is a native of Tokyo, Japan, and a graduate of Parsons School of Design.



*Prepared by Susan Geye, Library Media Specialist,
Crowley Ninth Grade Campus, Crowley, Texas.*

Visit us online at www.henryholtchildrensbooks.com
for teachers guides and activity sheets.

HENRY HOLT BOOKS FOR YOUNG READERS
115 West 18th Street • New York, NY 10011



GRADES 3-UP • 0-8050-7336-1

THEMES: LOYALTY, FRIENDSHIP, LOSS, RESPONSIBILITY, JAPANESE CULTURE

TEACHERS GUIDE

HENRY HOLT BOOKS FOR YOUNG READERS



ABOUT THE BOOK

“What a good dog you are. What a fine dog you are. Hachi, you are the best dog in all of Japan.”

Professor Ueno speaks these words to his faithful dog before boarding the train to work every morning. And every afternoon just before three o’clock, Hachi is at the train station to greet his beloved master.

One day, the train arrives at the station without the professor. Hachi waits.

For ten years Hachi waits for his master to return. Not even Yasuo, the young boy who takes care of Hachi, can persuade him to leave his post.

Hachiko Waits is a novel inspired by a true story. Children in Japan learn about Hachiko in school and his image is seen throughout the country.

PRE-READING ACTIVITY

Statues are erected to honor the lives of individuals and their contributions to society. Images of presidents, war heroes, and other famous people grace government buildings, parks, and public facilities. Ask students to pick a statue and write a short paragraph about the person being honored and a description of the statue. Students should read their paragraphs to the class and show a photograph or drawing of the statue.

DISCUSSION QUESTIONS

LOYALTY Loyalty is a common attribute of the characters in *Hachiko Waits*. As a class, make a list of character names, including the Station Master and Yasuo’s parents, and discuss how each one displays loyalty. Why is loyalty important? Who are you loyal to, and who is loyal to you? What is the significance of young couples coming to visit Hachiko’s statue at Shibuya Station?



FRIENDSHIP Discuss the friendships that Yasuo develops as a result of his relationship with Hachiko. How does his relationship with the Station Master begin? How does their friendship affect others who know them?

LOSS Yasuo must cope with the deaths of both Professor Ueno and Hachiko. Discuss the comfort that Yasuo feels when he comes up with the idea of building a statue of Hachiko. How does the statue affect the commuters who petted Hachiko every day and the colleagues and students of Professor Ueno? If you have had to deal with the loss of a loved one, how did you find comfort?

RESPONSIBILITY Yasuo’s father warns him that taking care of a dog is a big responsibility. “It will be your responsibility to take care of him for a long time. Even on the days that you would prefer to do something else,” he says (p. 48). Is Yasuo true to his word? The Station Master tells Yasuo that Hachiko will reward him. How does this happen? What types of responsibilities do you have? Are they sometimes hard to handle?

CURRICULUM CONNECTIONS

CULTURE The Japanese culture is a very rich one. As a class, brainstorm a list of Japanese customs such as eating with chopsticks and bowing upon greeting one another. Have students partner up to research different aspects of Japanese culture and find out what they mean, if they are still practiced, and how they began. Have each pair explain their findings to the class. The more creative they are the better! For example, students may want to design their own kimono or download Japanese music.



LANGUAGE ARTS The glossary in the back of the book is a great resource for young readers. Ask students to select ten English words and research to find the Japanese word, pronunciation guide, and definition to add to the glossary.