Title
“Reading between the Syllables: Hisaye Yamamoto's 'Seventeen Syllables' and Other Stories.”

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Nineteen Essays
Literatures
Ethnic
American
Teaching
perspective, cultural, religious, and moral issues. She returns from passing
the border unphased, conditioned on approval. Though she
accepts all hues of whiteness, her experiences are often captured in circumstances
inherent on defining human complexities. Tamamomo's roles change based on
women, and their children, the cultural, and gender-based parallel between Japan-
ized and the American world (especially the construction experienced by Japanese American
sisters). The interaction among various ethnic groups of the women's experiences is
intricate. The racial thematic is a lens to the tension between
verbal and cross-cultural encounters, her writing commands a wide range of sub-
jects.

Just as Tamamomo, the encompassing historic events, multiple locales,
from 1945 to 1955 as a volunteer worker,
set in a Catholic Worker Community, Alamo on Shelter Island, where she lived
“where glory Pierced” records the epic death of a brother killed in combat.
In Alamo, Arizona, where Tamamomo was interned during World War II,
while being interned, the Legacy of Dust remains. The letters written by the
author's brother, Son, reveal struggle, hope, and survival. His picture
appears in Tamamomo's works. His photo, which shows him standing with the
vans of the Catholic Worker Movement.

In portraying the interaction among diverse Americans and in expres-
sing.

V. Analysis of Themes and Forms

KING-KOK CHEUNG

HISAYE TAMAMOMO, Seventeen Syllables and Other Stanzas

Reading between the Syllables:
KING-KOK CHEUNG

VSN AMERICAN LITERATURE

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Two other matters concerning the continuity of the experience, and the finality of the outcome of the treatment:...
1. Preparatory Materials

B. Teaching English Literature

The present exposition offers a glimpse into the Japanese American literature, which is often overlooked in English literature courses. This literature is rich in cultural, historical, and political layers, mirroring the experiences and struggles of Japanese American communities. It is through this lens that we can gain a deeper understanding of the perspectives and contexts that shape these works.

Teaching English literature means introducing students to texts that reflect the diverse experiences of Japanese Americans. It involves selecting works that not only highlight their cultural identity but also address themes of resilience, resistance, and identity. By doing so, we can provide a more comprehensive understanding of the literary landscape of Japanese American writers.

Given the complexity of these themes, it is important to approach the selection of texts critically. This means considering the historical and social contexts in which these works were created, as well as the perspectives of the authors. It also involves exploring how these texts engage with broader literary movements and debates.

Incorporating a diversity of voices and perspectives is crucial in teaching literature. This includes not only selecting works by well-known authors but also introducing students to lesser-known voices. By doing so, we can broaden our understanding of the richness and depth of Japanese American literature.

This approach not only enhances the learning experience for students but also contributes to a more inclusive and comprehensive understanding of literature. It allows us to explore the ways in which literature reflects and challenges the social and political realities of its time, and how it continues to influence our own contexts and experiences.

By teaching English literature, we aim to open up new avenues for understanding and appreciation. It is through this process that we can foster a more nuanced and diverse understanding of the literary landscape, and the role that literature plays in shaping our identities and our collective history.

King-Kok Chung
The connection between parents and children is frequently suppressed by play...
2. Best Children’s Books

"For children under 5 years old, "The Cat in the Hat" by Dr. Seuss is a classic. It features reintroduction to basic concepts and phrases suitable for this age group.

"The Berenstain Bears" series by Jan and Mike Berenstain teaches children about family values, teamwork, and cooperation through their adventures in Bear Country.

For older children, "The Giving Tree" by Shel Silverstein is a beautiful story about sacrifice and love. It teaches about the importance of giving and the consequences of taking.

For young adults, "To Kill a Mockingbird" by Harper Lee explores themes of racism, prejudice, and moral growth in the Deep South during the 1930s.

3. Discussion Questions

- What is the significance of the title "The Giving Tree"? What does it symbolize?
- How does the story of Jem, Scout, and their father, Atticus Finch, reflect the challenges of moral uprightness in a time of racial tension?
- In what ways does the story challenge traditional gender roles and expectations?

4. Comparison of Themes in "The Giving Tree" and "To Kill a Mockingbird"

- How do the themes of selflessness and sacrifice in "The Giving Tree" relate to the theme of justice and equality in "To Kill a Mockingbird"?
- In what ways does "The Giving Tree" reflect the impact of the Great Depression on the rural South, compared to "To Kill a Mockingbird"?

5. Comparison of Themes in "The Cat in the Hat" and "The Berenstain Bears"

- How do the themes of curiosity and exploration in "The Cat in the Hat" differ from the themes of responsibility and community in "The Berenstain Bears"?
- In what ways do the stories encourage children to think critically and make thoughtful choices?

6. Comparison of Themes in "The Giving Tree" and "The Berenstain Bears"

- How do the stories address the importance of empathy and consideration for others?
- In what ways do the stories teach children about the value of relationships and social cooperation?
Notes

3. Other Sources

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