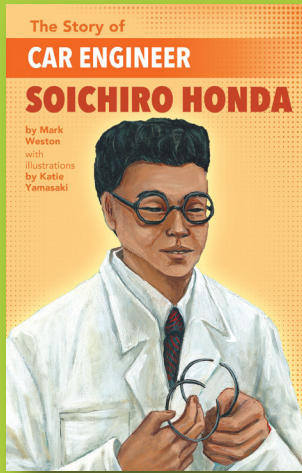


TEACHER'S GUIDE



LEE & LOW BOOKS

The Story of Car Engineer Soichiro Honda

written by Mark Weston, illustrated by
Katie Yamasaki

About the Book

Genre: Nonfiction Biography

*Reading Level: Grade 5

Interest Level: Grades 3–7

Guided Reading Level: W

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

*Reading level based on the Spache
Readability Formula

Themes: Biography,
Inventors, STEM, Technology
& Manufacturing, Overcoming
Obstacles, Leadership,
Persistence, Imagination, World
War II, Transportation (Vehicles &
Motorcycles), Japan, Asian/Asian
American Interest

SYNOPSIS

When Soichiro Honda was seven years old, an astonishing, moving dust cloud appeared in his small Japanese town. The cause was a leaky, noisy machine called an automobile—the first Honda had ever seen. At that moment he fell in love with cars, and a dream took hold: He would one day make them himself.

It took Honda many years to reach his goal. In the process he became an expert mechanic and manufacturer of car parts. After World War II he developed a motorized bicycle, the forerunner of his innovative motorcycles. Eventually Honda began manufacturing first racecars and then consumer cars. He constantly sought new ways to make his products better and cheaper than his competitors'.

Soichiro Honda had an inventive mind and a passion for new ideas. A legendary figure in the world of manufacturing, Honda remains a dynamic symbol of determination, creativity, and the power of a dream. This new chapter book includes black-and-white illustrations as well as sidebars on related subjects, a timeline, a glossary, and recommended reading.



BACKGROUND

The Story Of Series

The Story of Car Engineer Soichiro Honda is part of LEE & LOW's *Story Of* series. Every title in our *Story Of* chapter book line introduces independent readers to a diverse historical figure with a powerful life story. All books in this series include informative sidebars, highlighted vocabulary words, a timeline, a glossary, photographs and images with captions and labels, a bibliography with complete sources, and recommended reading.

A note to teachers about how to use these nonfiction text features is located in the Nonfiction Text Features portion of this Teacher's Guide.

Nonfiction Text Features

The Story of Car Engineer Soichiro Honda has different nonfiction text features that readers need to be aware of. The chart below lists the nonfiction features that readers will find. Consider printing or enlarging this chart for students to refer to in your classroom or library.

See the section titled, "Nonfiction Text Features" for details on how to teach these features with specific information in the book.

Types of Print	Words that are darker are called bold and words that are slanted are called <i>italics</i> , which point out specific information.
Sidebar	Additional information about a person, time period, or subject that is helpful to understand the story.
Table of Contents	A list of the book's sections that says what information is in the book.
Timeline	A lists of the dates and years when events happened.
Glossary	An alphabetical list of vocabulary words mentioned in the book and their definitions, located in the back of the book.
Captions	A line underneath a photograph or image that describes what's in the picture.
Text Sources	A list of the books, images, photographs, and other forms of information that the author used to write the story.
Title	The name of the chapter (that's usually larger in size and in a different font) that describes the text and information that follows.
Label	A word that tells the name of the part of the photograph or image.

Additional LEE & LOW titles in The Story Of series:

The Story of Tennis Champion Arthur Ashe written by Crystal Hubbard, illustrated by Kevin Belford

<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>

The Story of World War II Hero Irena Sendler written by Marcia Vaughn, illustrated by Ron Mazellan

<https://www.leeandlow.com/books/the-story-of-world-war-ii-hero-irena-sendler>

Coming Fall 2018:

The Story of Movie Star Anna May Wong written by Paula Yoo, illustrated by Ling Wang

[Book page forthcoming](#)

The Story of Civil Rights Hero John Lewis written by Jim Haskins and Kathleen Benson, illustrated by Aaron Boyd

[Book page forthcoming](#)

The Story of Olympic Swimmer Duke Kahanamoku written by Ellie Crow, illustrated by Richard Waldrep

[Book page forthcoming](#)



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Content Specific

Tenryu, Mount Fuji, blacksmith, Ford Model T, Leonardo Da Vinci, Karl Benz, Henry Ford, Thomas Edison, zaibatsu, Mitsubishi, Model-A, World War II, carburetor, combustible, transmission, tuning, hashiraya, Mid Night Club, Kanjozoku, Honda Civic, Suzuka Circuit, pistons, metallurgy, Toyota, spark plug, Pearl Harbor, Franklin D. Roosevelt, Executive Order 9066, atomic bomb, D-Day, air-cooled, water-cooled, CVCC, emissions standards, Clean Air Act, combustion, air cooling, water cooling, smog

Academic

machinery, mechanic, innovation, engineer, manufacture, viable, conglomerate, ignite, tuning, disband, manufacture, nuclear, atom, nucleus, unconditional, surrender, ally, capitalist, conquer, quadrupled, leverage, embargo

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What do you know about cars? What are some of the most important parts in cars? Why are they important? What are some of the major car companies that you know? Where do you think cars originated?
2. What do you know about how cars are made? What do you think are some steps in the car manufacturing process?
3. What does innovation mean to you? What does it mean to innovate? How is innovation important in any industry? Can you think of some innovations that you know?
4. What do you think persistence means? How is persistence important in your life? What does it mean to achieve a goal?
5. What does it mean to have a dream? What are some of your life dreams and goals? What inspires you? What are your passions? Why do you have those dreams?
6. What do you know about Japan's role in World War II? How was Japan involved in World War II? What happened between the United States and Japan during that time period?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *The Story of Car Engineer Soichiro Honda*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. **Read Author Mark Weston's Biography:** Read about Mark Weston on the back page of the book. Mark Weston also wrote a book about pioneering men and women of Japan,



Giants of Japan. Consider having a copy of *Giants of Japan* for students to look at in the classroom.

3. Read Illustrator Katie Yamasaki's Biography: Read about Katie Yamasaki on the back page as well as at her website www.katieyamasaki.com. Have students look up her other illustrated books and compare and contrast across books. How are her illustrations similar? How are they different?
4. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
5. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Soichiro Honda decided he wanted to become a car engineer
- how Soichiro Honda worked towards becoming a car engineer and business owner
- what innovative practices and techniques Honda used to improve his product
- why Soichiro Honda was hard on his employees but also admired and acknowledged them
- how Soichiro Honda used persistence and hard work to achieve his goals

Encourage students to consider why the author, Mark Weston, would want to share with young people this story about Soichiro Honda and how he became a car engineer.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

Chapter One: The Boy Who Dreamed of Cars

1. Where was Soichiro Honda born?
2. What did Soichiro like to watch his father do?
3. What did Soichiro see come through his town? How did this inspire him?
4. Where did Soichiro move when he was fifteen? What did he do there?

Cars: A Brief History

5. What was the problem that caused people to start getting around in different ways?
6. Who created the first gasoline-powered vehicle?
7. What did Henry Ford establish?
8. What was significant about the Ford Model T?

Chapter Two: Expert Repairman

9. What did Soichiro learn as a mechanic?
10. When did Soichiro open his own garage?
11. What did Soichiro start to design after he got married?
12. What did Soichiro build and drive in 1936?

Street Racing in Japan

13. What does “tuning” mean?



14. What was the Mid Night Club? When was it started?
15. What was a hashiriya? What did a person's hashiriya have to be to join the Mid Night Club?
16. Why did the Mid Night Club disband?
17. Who were the Kanjozoku? What did they do?

Chapter Three: The Honda Motor Company

18. What did Soichiro begin manufacturing? What were some problems he faced?
19. What does metallurgy mean?
20. What company did Soichiro sell his piston rings to?
21. What did the Japanese air force ask Honda to do during World War II?
22. What did Honda create after World War II? What reasons led to him creating it?
23. What was Soichiro concerned about during the motorcycle manufacturing process?
24. How did Soichiro treat his employees?

Japan in World War II

25. What was Japan's main target in World War II?
26. What did Japan sign in 1940?
27. What happened on December 7, 1941?
28. What was the Executive Order 9066? What happened after it was signed?
29. What did the Allies build and where did they build it?
30. What was D-Day?
31. What happened on August 6, 1945? What was the damage caused?
32. What happened in Japan after World War II?

Henry Ford and the Assembly Line

33. How did Ford create the assembly line?

34. What happened to the price of cars after Ford's assembly line was established? How did people react?

Chapter Four: A New Market

35. What did the Honda Motor Company introduce to the United States?
36. What did Honda desire to make?
37. What kind of engine did Honda's cars have? Who helped him make this decision?
38. What was the CVCC? What was the first car that Honda sold to the US?
39. What happened after the Clean Air Act was passed?

How to Cool an Engine

40. What is combustion?
41. How does the air cooling system work? How does the water cooling system work?

The Clean Air Act and the Energy Crisis

42. Why did the Clean Air Act get signed into law? What did it regulate?

Chapter Five: Honda's Legacy

43. What happened after the Honda Motor Company opened the first Japanese car factory in the United States?
44. What was Honda's legacy?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *The Story of Car Engineer Soichiro Honda* mean to you after reading? How did your perceptions of Honda and car engineering change after reading?
2. How did Soichiro Honda persist despite many obstacles in his way? How did Honda continue to strive for his goals throughout his life?



- How did Soichiro Honda's first experience with cars affect him for the rest of his life?
 - What did Soichiro Honda learn from his first job as a mechanic? How did his first job affect his demeanor as a boss for his own company? How did he treat his employees, and how was it similar to how he was treated at his first job?
 - What were some of the ways that Honda demonstrated his work ethic? How is working hard important to achieve your goals and lifelong dreams? How did Honda show his hard work throughout the book?
 - What were some things that Honda did when he encountered problems? How did he come up with solutions to things that weren't working?
 - How did Honda create innovations throughout his life? What ways did Honda show that he was an incredible innovator?
- Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
 - What does dedication and persistence mean to you after reading? After reading *The Story of Car Engineer Soichiro Honda*, what does striving for your goals mean to you? Why? How did your meaning of persistence and drive change after reading this story?
 - How has a family member, teacher, or coach impacted your life? Soichiro Honda was inspired by some early lessons with his father, who was a blacksmith, and the garage owner he worked for. Has a family member, teacher, or coach or teacher inspired you in what you're passionate about? How did they push you to achieve your goals?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

- What is one big thought that you have after reading this book? Think about Soichiro Honda's dedication to career as a car engineer. How did he show dedication to his passion throughout his life?
- What do you think Mark Weston's message is to the reader? Think about possible motivations behind Mark Weston's intentions to write the book. What do you think he wanted to tell his readers?
- Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Soichiro's experiences, thoughts, and feelings mean to you?
- Have students make a text-to-text connection. Did you think of any other books while you read *The Story of Car Engineer Soichiro Honda*? Why did you make those connections?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

- Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
- Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
- Depending on students' level of English proficiency, after the first reading:
 - Review each chapter and have students summarize what is happening in the chapter, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.



4. Have students give a short talk about what they're passionate about, or explain a dream that they have for their future.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word. Guide students to the glossary at the back of the book for further definitions.
6. Use the text features to help ELL students make sense of what they're reading. The table of contents, chapter titles, callout boxes, bolded words, and diagrams are all visual aids in helping students prepare to engage with the text.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Provide students with a graphic organizer that has the following columns: Innovation/Creation; What did it do?; Changes & effects it had. Have students re-read the story and examine each of Honda's creations. Students can provide details as to what that specific innovation did, and how it changed the car industry moving forward. Afterwards, have students write a reflection about Honda's innovations and how he used his creativity to constantly reinvent his craft.
2. Have students write an essay or reaction to Honda's quote, "Progress is when you go forward, when you keep graduating from one stage to another." What do students think of when they read this statement? Have students talk about a time when they made progress in something. How did they know? How were they able to track their progress? What do they envision in their future in terms of more progress that needs to be made?
3. Provide students with the quotations from the back page, "More Wisdom from Soichiro Honda." Students can select one quotation and write about what it made them think and feel. Why did they pick that specific quotation, and what does it mean to them in their own lives?
4. Have students read the LEE & LOW interview with Mark Weston and Katie Yamasaki about their picture book, *Honda: The Boy Who Dreamed of Cars* (<https://www.leeandlow.com/books/honda/interviews>). Have students write a journal entry in response to the interview. What did the interview make them think about? What new information did they learn about Soichiro Honda, the author, and the illustrator? What resonated with students the most after



reading the interview? What other questions would they like to ask both Mark Weston and Katie Yamasaki after reading the chapter book version, *The Story of Car Engineer Soichiro Honda*?

5. Have students think about expository nonfiction versus narrative nonfiction. How was reading *The Story of Car Engineer Soichiro Honda* different from reading a newspaper article about Honda? Have students read the article, “Spirit of Soichiro: inside Honda’s amazing Collection Hall” (<https://www.carmagazine.co.uk/features/car-culture/inside-hondas-collection-hall-type-rs-insights-super-cubs-asimo-and-more/>). Have students create a Venn Diagram with the headings, “Narrative Nonfiction: The Story Of Car Engineer Soichiro Honda” and Expository Nonfiction: “Spirit of Soichiro: inside Honda’s amazing Collection Hall.” Students can compare and contrast the different formats of the texts and the information they learn in both.
6. Have students think about the main idea and details for a chapter of their choosing. Looking at the table of contents, have students pick a chapter that interested them. Then, have students write three key details, the most important information, in that chapter. Students can then generate the main idea, or what the chapter was mainly about. Finally, have students form small groups with each student representing a different chapter to share their results.

Details:

1. _____
2. _____
3. _____

Main Idea: _____

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Help students investigate and conduct a research project on World War II in the Pacific. With older students, encourage them to think about what questions they have or topics that interest them and want to learn more about. For example, Pearl Harbor, Hiroshima and Nagasaki, relations before the war, the Japanese internment camps, the role of race in the war, and so on. There are many expert recommended resources and lesson plans, including:
 - The National World War II Museum has a unit on “War in the Pacific” which includes firsthand accounts, video, and lesson ideas (<http://ww2classroom.org/?q=search&subjects=2>).
 - Article from the Washington Post called “Six rules for teaching World War II” (<https://www.washingtonpost.com/news/answer-sheet/wp/2014/06/06/six-rules-for-teaching-world-war-ii/>).
 - BBC video interviewing survivors of Hiroshima bomb (<https://bit.ly/2ydFK8j>).
2. Have students learn more about the Japanese concentration camps in the United States during World War II. How did people in the United States discriminate against people from Japan before and after Pearl Harbor? Provide copies of Executive Order 9066 for students to analyze the authorization of the interment camps (<http://historymatters.gmu.edu/d/5154>). Then, provide students with the Presidential Letter of Apology from President Clinton in 1993 (<http://www.pbs.org/childofcamp/history/clinton.html>). Have students write a reaction to after reading the Executive Order 9066 and the Letter of Apology. How does it make them feel? Refer to the Library of Congress Teacher’s



Guide on Japanese Internment for more information (http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/pdf/teacher_guide.pdf).

Science/STEM

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3 and Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students watch the different steps that is involved with car manufacturing in modern times. Show students this video from a Honda manufacturing plant in India that provides the steps (<https://www.youtube.com/watch?v=oGVrdFDYO44>). Have students revisit the photograph of the Ford Assembly line in 1913. What kinds of changes did they notice? How has car manufacturing changed, and how has it affected cars today?

Arts/Performing Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students create a drawing, painting, or other visual representation of something that they would like to innovate. Why did they choose this particular object to innovate? How would they innovate it? Have students create labels and captions for their innovative object. Then, have students create a slogan like Honda’s for their innovation. What made them choose that caption?

Nonfiction Text Features

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

Types of Print	Point students to the words that are darker in the book, such as machinery . Why do they think those words are darker, or in bold? Why do you think the author would choose to make a word darker? What can they use to figure out what the word means if they do not know the meaning? Encourage students to look at the rest of the sentence, and if they still don’t know the word’s meaning, then point them to the glossary.
Sidebar	When students see: “Cars: A Brief History,” why do they think that text and format look different from the text on the first few pages in Chapter One? Why do they think that there are these specific parts in the book? What is the point of sidebars? What kind of information can they learn from sidebars?
Table of Contents	Point students to the Table of Contents prior to reading. Why do they think a Table of Contents exists? Why is a Table of Contents important?
Timeline	Show students the timeline in the back of the book. Encourage students to think about why timelines are important. After reading, make photocopies of the timeline and then cut up the different events. Have students rearrange and place the different events in order.
Glossary	Prior to reading, show students the glossary in the back of the book. Why do students think that there is a glossary? What can you find in a glossary? When students read and encounter a bold word, have them go to the glossary and read the definition.



Captions	Ask students why they think there is a line of text next to a photograph, illustration, or diagram. What is the purpose of that line of text, or a caption? How would it be different if there was no caption? Have students look at the photograph of the race car in the book with the caption covered. Have students describe what they see. Then, uncover the caption. Have students describe what they see with the additional knowledge of the caption. Use the caption and the rest of the page to describe in more detail the photograph.
Text Sources	Have students look at the text sources in the back of the book. Why do you think the author chose to include these? Why is it important to show the sources that you used in your writing? Have students select one of the web links (or books if available) and have them look for information that the author could have used in writing the book.
Title	Show students the text that comes after the chapter number. Then, have students read the title of that chapter and make a prediction from the words about what the chapter is going to be about. How does the title of the chapter help them to think about what they're about to read?
Label	Show students the diagrams from the motor and piston ring. Point to one of the labels and ask them to think about what labels are important. What did they learn from this image that they wouldn't have if there weren't labels? How did the label help students understand the image better?

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. If possible, provide students with a copy of LEE & LOW's *Honda: The Boy Who Dreamed of Cars* (<https://www.leeandlow.com/books/honda>). Encourage family members to read the picture book version of *The Story of Car Engineer Soichiro Honda* at home. Have students and their families talk about what hard work, dedication, and persistence means to them.
2. Encourage students, family members, and guardians to visit a mechanic or car repair shop. If possible, have students see a mechanic and look at how mechanics work and the different parts of their job. What kinds of things do they do to fix cars? Do they see anything from what they learned about in *The Story of Engineer Soichiro Honda*?
3. If possible, invite a family member to share their experience with students. Additionally, you may want to reach out to a veterans' group or the local historical society if they know of any speakers on World War II in the Pacific. Perhaps someone served during World War II, was affected by the internment camps, or remembers American treatment of Japanese-Americans during the twentieth century. Students should brainstorm a list of questions beforehand and write a thank you letter to the guest speaker afterward.



ABOUT THE AUTHOR

Mark Weston's inspiration for this children's book about Soichiro Honda came from the extensive research he did for his highly praised adult book about pioneering men and women of Japan called *Giants of Japan*. A former attorney, journalist, and *Jeopardy!* contestant, Weston is now a full-time writer. He lives in Armonk, New York.

ABOUT THE ILLUSTRATOR

Katie Yamasaki is an illustrator, author, muralist, fine artist, and teaching artist. Growing up in the "car culture" of Detroit, Yamasaki had an immediate connection to Honda's story. Yamasaki comes from a huge, diverse family that is full of (among many other things) artists and teachers. She lives in Brooklyn, New York. To learn more, visit her at katieyamasaki.com.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

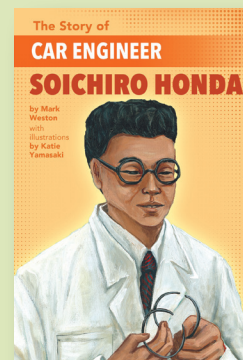
<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda> (secure online ordering)

By Phone: 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for *The Story of Car Engineer*

Soichiro Honda



\$8.95, PAPERBACK

978-1-62014-790-0

40 pages, 8-1/2 X 10-3/4

*Reading Level: Grade 5

Interest Level: Grades 3–7

Guided Reading Level: W

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

THEMES: Biography, Inventors, STEM, Technology & Manufacturing, Overcoming Obstacles, Leadership, Persistence, Imagination, World War II, Transportation (Vehicles & Motorcycles), Japan, Asian/Asian American Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.