

LISTENING GUIDE

Service: Veteran Stories of Hunger and War

EPISODE 8: WHEN YOU LOOK LIKE THE ENEMY

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PRE-LISTENING:

PREDICTING: How might your experiences as a service member or civilian influence your expectation of what you're about to hear? Begin the **Predicting and Reflecting** worksheet for Service. (For extra credit/interest: explore the **Activating Prior Knowledge** worksheet for this episode.

THINK ABOUT IT: Look at the title of this episode, "When You Look Like the Enemy"

1. What can you predict based on this title?
2. What questions do you have reading just the title?
3. What does it mean to "look like the enemy"?
4. Describe a time you were treated as an enemy/bad guy for the way you look.
5. What did (or would) that feel like?
6. Describe a time that you treated someone as an enemy/bad guy for the way that they look.
7. Explain why you did that or might do that.

KEY TERMS:

Issei: a person born in Japan who immigrated to another country
Nisei: first generation, American born citizen of Japanese ancestry
Prohibited: forbid, made illegal

CCSS.ELA-INFORMATIONAL.RI.II-I2.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-INFORMATIONAL.RI.II-I2.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-INFORMATIONAL.RI.II-I2.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

NAME:

DATE:

DURING LISTENING:

[Timestamps may vary slightly depending on listening platform]

Segment 1:

1. At the start of World War II, Japanese American farmers controlled _____% of California farm production, dominating crops like _____, _____, and _____ made available nationwide with the success of refrigerated railway cars. As a result, _____% of Japanese Americans held agricultural jobs on the west coast.
2. Alien Land Laws enacted first in _____ prohibited Japanese immigrants or their American born children from _____.
3. What sorts of foods did Lawson eat growing up? Were they Japanese foods or American foods? What is interesting to you about what he ate?
4. [8:30] Listen closely to the sound of this sequence where Lawson describes the bombing of Pearl Harbor: the music, drums, the audio clip from a Navy training video, air raid attack, and radio announcement from President Roosevelt. How does this sound sequence make you feel when you hear Lawson's story with it?
5. What does Lawson say to his parents when he tells them that the Empire of Japan attacked Pearl Harbor?
6. Explain what happened when Lawson and his friends went to go enlist in the Navy.
7. This was 1941 - before the Civil Rights Movement, and we've already heard that laws had been put into place against those from Japan. What would you have done in Lawson's friends' position? Explain.
8. Lawson talks a bit about how he felt leaving school when the government evacuated the West Coast. How would you feel if the government ordered you to leave your home for national security?
9. [13:40] What does the phrase shikata ga nai mean?
10. Do you feel the Japanese Americans were right in obeying evacuation and internment orders? Explain.

DURING LISTENING (continued):

Segment Two:

1. [17:00] Despite their loss of property and internment, Lawson and other Nisei want to join the Army. Why?
2. What food did Lawson trade cigarettes for when coming into Italy, and why was it so special?
3. Describe a time you remember having a food you had never had before. What were you thinking and feeling? How did it turn out?
4. [21:45] We're starting to hear the different sounds of combat Lawson faces during his time serving. Pay attention to how the sound supports the storytelling here. How does the sound help you better understand what's happening? How does it make you feel?
5. Listen as Lawson describes his first time going into combat in Italy. And then, the eight days it takes for the 442nd to capture the French cities of Bruyere and Biffontaine. During these, he shares how he gets food and water, what they ate, etc.. What do you think you'd hate the most about eating this way? What would you most wish you could have with you at all times?

Segment Three:

1. [32:45] Listen closely to how Lawson describes being ordered to go and rescue the Lost Battalion. What phrase do you hear him repeat as justification for why they agree to go back into battle after only one day of rest?
2. After the rescue of the Lost Battalion, Lawson says, "We needed to let the government know that we may look like the enemy, but we were true Americans and we wanted to fight for this country." If you could say something to Lawson about his Service after hearing this story, what would you want to say? Explain.
3. What specific food do the men of the 442nd miss because they don't often get it in their Army mess?
4. What food would you miss the most if in that position?
5. Lawson's last words in this episode are, "I was finally discharged on December 11. That's when they said, 'Take off your uniform. You're a civilian now. Get out of here.'" Having heard his story, do you think it would be easy to just go back to civilian life after having served? Explain.

AFTER LISTENING

- Complete the bottom of the **Predicting and Reflecting** worksheet.
- Complete the **Write a Veteran** worksheet or **send Lawson a message online.**
- **Make your voice heard!** Review Service with this **worksheet** or **online.**
- Complete the **Analyze a Photo** worksheet.