

# TEACHER'S GUIDE

## Vocabulary Activity

### Part 2: Finding a Way

#### MISSION US: "Prisoner in My Homeland"

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#### **A NOTE TO THE EDUCATOR:**

*On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing "Prisoner in My Homeland." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.*

*Divide your students into small groups of four or five, and ask each group to review the terms and definitions. After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from an imagined talk between Maya Tanaka and a class of middle school American history students.*

*Review the directions with your students, and ask them to complete the text using the terms they studied. Here is the order in which the vocabulary terms should be inserted into the blanks within Maya's talk with students:*

*sensei*

*ganbari nasai*

*draft*

*WRA*

*enlist*

*rations*

*shikata ga nai*







*Tule Lake*

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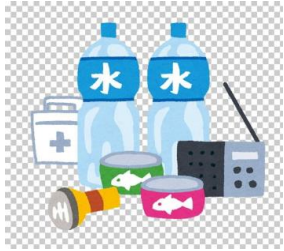





<p><b><u>draft</u></b></p> <p>The selection of men who are required to serve in their country's military.</p> 	<p><b><u>enlist</u></b></p> <p>Volunteer to serve in the military.</p> 
<p><b><u>ganbari nasai</u></b></p> <p>You must do your best.</p> 	<p><b><u>Kanō sensei</u></b></p> <p>Teacher Kanō Jigorō, founder of judo.</p> 
<p><b><u>nikyū</u></b></p> <p>The second highest of the six student skill ranks in judo.</p> 	<p><b><u>randori</u></b></p> <p>Freestyle practice with an opponent in judo.</p> 

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<p><b><u>ration</u></b></p> <p>The specific limited quantities of goods, such as sugar, that the federal government allowed civilians to use each week during the war.</p> 	<p><b><u>sensei</u></b></p> <p>Teacher.</p> 
<p><b><u>shikata ga nai</u></b></p> <p>It is best to accept things that cannot be helped.</p> 	<p><b><u>shodan</u></b></p> <p>First (lowest) of the ten black belt skill ranks in judo.</p> 
<p><b><u>Tule Lake</u></b></p> <p>Location of a prison camp that became a "segregation center" for Japanese Americans who gave "incorrect" responses to the government's loyalty questions.</p> 	<p><b><u>waza</u></b></p> <p>Techniques used in judo, such as holds or throws.</p> 

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##### WRA

The War Relocation Authority –  
a federal agency created by  
President Roosevelt in 1942 to run  
the detention  
facilities for  
Japanese  
Americans.



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draft



enlist



ganbari nasai



Kanō sensei



nikyū



randori



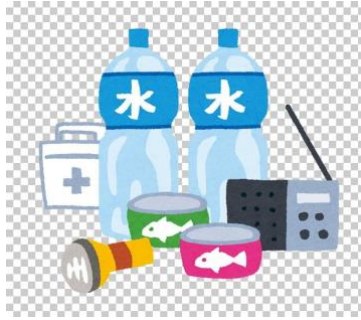
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rations



sensi



shikata ga nai



shodan



Tule Lake



waza



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WRA



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<p>The selection of men who are required to serve in their country's military.</p>	<p>Volunteer to serve in the military.</p>
<p>You must do your best.</p>	<p>Teacher Kanō Jigorō, founder of judo.</p>
<p>The second highest of the six student skill ranks in judo.</p>	<p>Freestyle practice with an opponent in judo.</p>



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<p>The specific limited quantities of goods, such as sugar, that the federal government allowed civilians to use each week during the war.</p>	<p>Teacher.</p>
<p>It is best to accept things that cannot be helped.</p>	<p>First (lowest) of the ten black belt skill ranks in judo.</p>
<p>Location of a prison camp that became a "segregation center" for Japanese Americans who gave "incorrect" responses to the government's loyalty questions.</p>	<p>Techniques used in judo, such as holds or throws.</p>

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<p>The War Relocation Authority – a federal agency created by President Roosevelt in 1942 to run the detention facilities for Japanese Americans.</p>	
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: More than seventy-five years after the events of "Prisoner In My Homeland," Maya Tanaka, Henry Tanaka's present-day 20-something granddaughter, is invited to give a talk to a local middle school history class. Maya is telling the class some lesser-known details about life at the prison at Manzanar. The following is a portion of her interactions with the students.

After reading and discussing the words and terms on the flashcards, read this excerpt from her talk with the students, and use your memory to fill in the missing words and terms.

shikata ga nai	Tule Lake	sensei
WRA	enlist	ganbari nasai
draft	rations	

*Maya Tanaka: Hello class! I'm here today to talk to you about my grandfather, Henry Tanaka. Let me start when Henry was a teenager, around your age. He lived on Bainbridge Island, which is near Seattle, Washington. His family had a farm. He used to regularly practice judo at a dojo. Does anyone know what judo is? Or a dojo?*

*Student: Isn't judo a kind of martial art? Like karate?*

*Maya Tanaka: Yes, that's correct. Judo is a martial art that originated in Japan. The dojo is a school where martial art students meet and practice. A man named **Kanō sensei** developed judo. He founded the Judo Institute in 1882. He learned to use his supposed flaws, like being small, to his advantage.*

*Student: What happens in a judo class?*

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*Maya Tanaka: At the dojo, the person who teaches the class is called a \_\_\_\_\_. A lot of judo is self-defense through unbalancing your opponent and using creative movement. These techniques in judo are named waza. During a class, you might see two people in their white uniforms practicing their moves, with lots of falling! That's during the randori, when two judo students face off.*

*Student: Is there such a thing as a "black belt" in judo?*

*Maya Tanaka: Yes, there are all kinds of rankings in judo. When a judo student is first starting out, they might be ranked nikyū. And, then, after much dedication to the art and lots of hours in the dojo, they might be ranked a shodan.*

*Student: Was your grandfather any good at judo?*

*Maya Tanaka: Henry, my grandfather, was the son of a sensei. So he was very familiar with the kind of time and effort it takes to do judo. Was he any good? I'm not sure! I think he was a pretty enthusiastic learner, though, and always wanted to be top of his game. \_\_\_\_\_, is the Japanese way of saying it.*

*Student: Was he able to keep on doing judo during World War II?*

*Maya Tanaka: He was! Amazingly, the prisoners at Manzanar, the camp where my family was held, started a dojo. They were able to maintain this art that was important to their culture and community. But things got very tense for them at Manzanar. They needed activities like judo. There was a word of an upcoming \_\_\_\_\_ of young men to send as soldiers to fight the war.*

*Student: They wanted to recruit soldiers inside the camp?*

*Maya Tanaka: Yes, the \_\_\_\_\_, the government office that organized these prison camps, made that determination. In fact, they released a questionnaire asking young men if they would swear "unqualified allegiance," and if they would be willing to \_\_\_\_\_ as soldiers.*

*Student: Why would anyone want to volunteer to go to war?*

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*Maya Tanaka: Some Japanese wanted to defend their country. I suppose they still felt America was a place worth fighting for. Even in the face of their families put in prison, eating the limited, often poor food from the government \_\_\_\_\_, and dealing with the cold, windy nights. Many shrugged their shoulders and thought, \_\_\_\_\_, a Japanese way of accepting difficult situations.*

*Student: And other people?*

*Maya Tanaka: Others did not feel the same way. They answered "No," or had mixed-responses on the questions about their loyalty and being drafted. These people were sent to another camp called \_\_\_\_\_. I'll have to talk to you about this camp another time!*