

## LESSON PLAN: The Japanese American Soldier

### Essential Question

How did the role of Japanese American soldiers during World War II change Americans' perceptions of Japanese Americans after the war?

**TOPIC:** Japanese American Soldiers of World War II – The 100<sup>th</sup>, 442<sup>nd</sup>, and MIS

**GRADE LEVEL:** 11-12

**TIME:** Part I: 50 min. Discussion and small group work with worksheet

Part II: 60 min. – Documentary film and primary source newspaper study (read + discuss)

Part III: 60 min – Letter writing prompt

### OBJECTIVES:

1. Students will recognize the designations “442<sup>nd</sup> Regimental Combat Team (RCT),” “100<sup>th</sup> Infantry Battalion,” and “Military Intelligence Service (MIS)” as units in which Japanese American soldiers fought during World War II.
2. Students will describe the contributions of the 442<sup>nd</sup> RCT, 100<sup>th</sup> Infantry Battalion, and MIS.
3. Students will explain how US involvement in World War II impacted the lives of Americans of Japanese ancestry in the US.
4. Students will analyze the attitudes and concerns of Americans and American military leaders at the start of World War II.
5. Students will evaluate the role of the 100<sup>th</sup> Infantry Battalion, 442<sup>nd</sup> Regimental Combat Team, and Military Intelligence Service in affecting attitudes in American society after the war.

### RESOURCES NEEDED:

1. **Appendix A:** Photo of Pearl Harbor after the bombing
2. **Appendix B:** Anti-Japanese propaganda posters from the WWII era.
3. **Appendix C:** Excerpt from Letter by Brig. Gen. John Weckerling to Lt. Col Carlisle C. Dusenbury on 31 December 1941.
4. **Appendix C:** Office of the Provost Marshall General document (excerpt): “An Opinion of the Judge Advocate General Upholding the Legality of the Military Clearance Program As Applied to Japanese American Personnel.”
5. **Appendix D:** Worksheet: Comparison of Primary Source Documents
6. **Appendix E:** Transcription of original: Press release of President Franklin Delano Roosevelt’s letter authorizing the formation of the 442<sup>nd</sup>.  
Actual letter at <http://www.442.us.com/fdrletter.html>  
*Courtesy of the National Archives and Records Administration and the 442<sup>nd</sup> Veterans Club*
7. Documentary film, “Unknown Warriors” (formerly released under the title, “Witness: American Heroes”). Available on YouTube (Japanese American Heroes World War II) or <http://docs.contentmediagroup.com/doc/unknown-warriors-of-wwii/> 24 min.  
Also available for purchase through [www.goforbroke.org](http://www.goforbroke.org).
8. **Appendix F:** Internet access or (hardcopy) excerpt of primary source newspaper article, July 12, 1945, “Japanese-American Soldiers Real Americans, or I’m Not,’ Says Capt.” *Torrance Herald*, <http://www.torranceca.gov/libraryarchive/> or transcription (see Part 2)  
OR <http://www.torranceca.gov/archivednewspapers/Herald/1944%20Sept%2014%20-%201946%20J+-an%203/PDF/00000760.pdf>.
9. **Appendix G:** Photographs of Nisei soldiers as young men and again later in life.

## HISTORICAL CONTEXT:

The anti-Japanese climate in the US before World War II escalated with the bombing of Pearl Harbor. With the start of WWII, Japanese Americans on the mainland were incarcerated in camps, from which many were later drafted or recruited for American military service. President Franklin Roosevelt authorized the formation of a segregated US Army combat unit which became known as the 442<sup>nd</sup> Regimental Combat Team (RCT), made up of Japanese Americans from Hawaii and the camps. The 442<sup>nd</sup> RCT combined with the all-Japanese American 100<sup>th</sup> Infantry Battalion, which was already fighting in Europe. In the Pacific War against Japan, thousands of Japanese Americans served in the US Army's Military Intelligence Service (MIS) as interpreters, translators, and interrogators. The MIS would save countless lives in the Pacific, while in Europe, the combined 442<sup>nd</sup>/100<sup>th</sup> became the most decorated military unit for its size and length of service in US history. The success on the battlefields of Europe and the Pacific changed the negative attitudes of many Americans toward the Japanese Americans in the United States.

## SYNOPSIS:

In this 3-part activity, students will study the impact of the Pearl Harbor bombing on young men of Japanese ancestry who were either drafted or volunteered to fight in segregated units of the US military during World War II. To do this, they will:

- (1) Read excerpts from documents written by US military leaders highlighting the concern about security with the enlistment of Japanese American soldiers into American military forces;
- (2) Examine and compare two anti-Japanese propaganda posters;
- (3) See a documentary film about the soldiers' roles on the battlefield; then
- (4) Read an excerpt from a primary source newspaper article written in 1945 by a captain who led the 100<sup>th</sup> Infantry Battalion.

At the end of the unit, students should be able to explain how the Japanese American soldiers impacted the social climate toward Japanese Americans after the war.

## INSTRUCTIONS TO TEACHERS:

**Part 1:** 50 minutes.

### Introduction to Unit

[Teacher may need to provide background information: See LEARN>CLASSROOM>BOOT CAMP].

1. Display one of the propaganda posters in **Appendix B** before students arrive to class to pique their interest.
2. Ask the students,
  - Show **Appendix A** (photo of Pearl Harbor after the bombing) and discuss what, when, where, why, and how.
  - Ask, "After the bombing, what was the sentiment toward Japanese Americans?"
3. Show **Appendix B** (anti-Japanese propaganda) and ask students to analyze as primary sources using the questions on the page as a guide for discussion.
  - Question #9 on Appendix B is a segue to the study of documents in Appendix C.
4. Distribute copies of **Appendix C** and **Appendix D** (see **Resources Needed #3, 4, and 5**).
5. Say to students:
  - "Appendix C contains transcripts of two documents that were written in the 1940s.
  - "One was written by a Brigadier General; another by a Judge Advocate General. What is the hierarchy of these positions in the military? How influential would their comments/recommendations be?"

A **Brigadier General** is an officer of the US Army, Air Force or Marine Corps who holds the rank as a one-star General and serves as the advisor and Deputy Commander to a Major General commanding a division-sized unit of 10,000 to 15,000 soldiers, and assists in overseeing the tactical planning and coordination of division operations.

Ref: Militaryranks.org, <http://www.military-ranks.org/army/brigadier-general>

A **Judge Advocate General** is a commissioned officer in one of the US Armed Forces who serves as legal advisor to the command in which he is assigned. His functions include providing legal advice and assistance in a wide variety of practice areas, as well as serving as prosecutor and defense counsel in courts-martial.

Ref: University of Virginia School of Law

[http://www.law.virginia.edu/html/publicserv/resources/jag\\_guide.htm#two](http://www.law.virginia.edu/html/publicserv/resources/jag_guide.htm#two)

“How are these documents similar and different? A worksheet (Appendix D) will help you make comparisons. Fill in the first two columns for now.”

“As you read the document several times, make notes/comment and circle/highlight important words” (encourage them to use close reading steps/strategies).

6. Students may work in small groups for 20 minutes to complete columns 1 and 2 of the worksheet OR small groups may be assigned one article each and the other column could be completed during discussion.
7. Regroup students as a class to discuss their findings and compare:
  - When the documents were created or published
  - Concerns expressed
  - Attitudes toward the soldiers
  - Recommendations
  - Common words/themes.
8. Explain to students that WWII is going on. Months after Letter A, President Franklin D. Roosevelt wrote a letter which students will examine (**Appendix E**).
9. Distribute copies of and display President Roosevelt’s letter (or the press release). As a class, perform a close reading of the document (highlighting key words; annotating comments along the sides).

To students:

“The word “LOYALTY” appears many times throughout the letter.”

“How many times does it appear?”

“Why is it mentioned so often?”

“Do you recognize this word in other documents we’ve studied?”

“After reading President Roosevelt’s letter, what assumptions can you make about how Japanese American soldiers were viewed at the time the letter was written? [list on board]

“How do you think Japanese Americans/JA soldiers reacted to the frequent reference to this word? (ref. Boot Camp, “Loyalty Questionnaire”). If you were a JA soldier, what might you do to change this attitude?”

10. Tell students that they will learn (in Part 2) what happened to the Japanese American soldiers once they were inducted, trained and sent into battle.

**NOTE TO TEACHER:**

Early in 1942, the government prohibited Americans of Japanese ancestry from entering American military service (they were classified as 4-C, enemy non-alien). In a change of heart, Appendix E letter, authorizing the formation of the combat team of Japanese American soldiers, was signed one year later for the following reasons: (1) to counter Japanese propaganda that America was racist in its treatment of Japanese Americans; (2) to boost morale among Japanese Americans in the camps; (3) to facilitate post-war acceptance of Japanese Americans into the American fabric and ease assimilation after the war was over. Manpower shortage became an issue later but wasn't at the time the document was signed.

**Part 2:** 60 minutes. Documentary film (25 minutes) (see **Resources Needed #7**) followed by small group or individual study of a primary source newspaper article (which could be assigned as homework). (See **Resources Needed #8**)

1. Say to the students (or students can be invited to summarize info learned thus far):

So, we learned/know that the military leaders and many Americans were concerned about disloyalty among Japanese Americans in the armed forces. We learned that the formation of a segregated combat unit of American soldiers of Japanese ancestry was authorized. Combat training began and many soldiers were shipped out.

What principles of the US Constitution did the forced incarceration of Japanese Americans violate? How do you think the young men of Japanese ancestry felt? How about their parents, brothers, and sisters?

2. Write the terms for students to see: (or provide these terms on paper and distribute)

“442<sup>nd</sup> Regimental Combat Team”

“100<sup>th</sup> Infantry Battalion”

“American concentration camps”

“Nisei” (pronounced “Nee-say”)

“Congressional Gold Medal”

“(Rescue of the) Lost Battalion”

“Dachau, Germany”

“Military Intelligence Service (MIS)”

Note: These terms can be included in a Word Wall for literacy development.

3. Ask students if they know any of the terms above. Direct students to write down the words on paper, leaving space to take notes (during the film to follow).
4. Tell students that as they view the film, see if they can find ties to the Essential Question, “How did the role of Japanese American soldiers during World War II change Americans’ perceptions of Japanese Americans after the war?”
5. Show the documentary film, “Unknown Warriors,” a 24 minute film narrated by David Ono (See **Resources Needed #7**). Students should pay particular attention to the above terms.
6. After the film, discuss the significance of the terms as they relate to the Japanese American soldier. Invite students to the board to develop a visual display to capture key themes from previous discussions. Then add words that relate to the end of the war (Essential Question tie).
7. Using the following questions as a guide, continue to discuss the film. Ask students to provide examples from the film to justify their answers.
  - (a) Why were Nisei soldiers eager to fight when their families were treated so badly?
  - (b) Is mention made of the 100<sup>th</sup>/442<sup>nd</sup> military units in your US history books?  
If not, why do you think they’re not mentioned?

- (c) Why was the Congressional Gold Medal (CGM) bestowed on the Nisei soldiers?
- (d) Why do you think the CGM was awarded to the Nisei soldiers 66 years after their service?
- (e) At the beginning of the war, Japanese Americans were not considered fit for service and designated as “enemy aliens.” Why were Japanese Americans suddenly allowed to serve?
- (f) How do you think these Japanese American soldiers who fought in the 100<sup>th</sup> Infantry Battalion and 442<sup>nd</sup> Regimental Combat Team changed attitudes of non-Japanese Americans when they returned home? [Essential Question]
- (g) There was opposition to the enlistment of Japanese American soldiers into the American military. What do you think was the attitude of those who opposed it? What do you think contributed to their attitudes? Do you think their attitudes changed after the war?
- (h) Were there other ethnic or racial groups in the US who were segregated during WWII? Why do you think this was? Or, why not?
- (i) What connections do you see with the experience of the Japanese American soldiers during World War II to our society/our world today? (e.g., American attitudes toward Muslims?) What concerns do you think our military leaders have today? Do any of their solutions affect the civil liberties of others? What about in 1942?

**Classwork or homework assignment if time is limited.**

1. Distribute copies of and project on the screen excerpts from a newspaper article that appeared in the *Torrance Herald* (**Resources Needed #8** – See **Appendix F**).
2. Tell students to complete the 3<sup>rd</sup> column of the worksheet (**Appendix D** that was partially completed in Part I) for this newspaper article. Can be small group work.
3. After students complete the worksheet, discuss their responses. Their answers can be displayed on the board and compared to their responses to the other documents written by military leaders (Part 1 activity).
4. Ask students for comments in comparing all three primary documents.
5. Ask students for comments in comparing the three documents with the documentary film.
6. Ask students how the military service of the men of the 100<sup>th</sup>/442<sup>nd</sup>/MIS may have changed the attitude of many Americans after the war (Essential Question).

### **Part 3: LETTER WRITING PROMPT:**

#### **To Teachers:**

1. Recap learning through now (military leaders' concerns, formation of segregated combat unit, accomplishments of 100<sup>th</sup>/442<sup>nd</sup>/MIS; their return to civilian life and perceptions toward them).
2. Class-created visual displays (e.g., on board) can assist students in recalling/demonstrating what they have learned.
3. Display photos in Appendix G.

#### **To Students:**

You have just learned that the grandfather of one of your classmates is 95 years old and a veteran of the 442<sup>nd</sup> Regimental Combat Team (RCT). Write a friendly letter to him, addressing him as "Derek's Grandfather," and sharing your thoughts about his contributions to our country's war effort based upon what you have read, the film you saw, and the discussions we have had in class. Think about the Essential Question for this study unit, "How did the role of Japanese American soldiers during World War II change Americans' perceptions of Japanese Americans after the war?" How might things have been different if the soldiers had not served? How did their military service change attitudes in our society?

#### **ASSESSMENT:**

The completed worksheet comparing the primary source documents (**Appendix D**) will demonstrate the students' understanding of issues and the consideration of different perspectives.

The letter will support interpretations with historical evidence.

**Note to Teachers:** Teachers may submit letters to the website via [learningcenter@goforbroke.org](mailto:learningcenter@goforbroke.org). Letters become the property of Go For Broke National Education Center. Identify school, class title, and date. Teacher and student information is optional.

#### **ENRICHMENT:**

Each year, Go For Broke National Education Center (GFBNEC) sponsors an essay and short video contest for high school and college students. Submissions are due in June. Visit the website at [goforbroke.org](http://goforbroke.org) for details including this year's essay/video prompts.

Encourage students to compare the experiences of other ethnic/racial groups' experiences during World War II. How were they similar and different to that of the Japanese Americans?

See Suggested Reading (LEARN > CLASSROOM> TEACHERS' RESOURCE CENTER) (high school) for students to further explore this chapter in American history.

## COMMON CORE STATE STANDARDS (CCSS) > GRADE 11-12

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

### “Key Ideas and Details”

**RH 1** - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH 2** - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH 3** - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### “Craft and Structure”

**RH 4** – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

**RH 6** - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### “Integration of Knowledge and Ideas”

**RH 7** – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH 8** - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH 9** – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## HISTORICAL THINKING STANDARDS

<http://www.nchs.ucla.edu/history-standards/historical-thinking-standards/overview>

**Standard 2 - Historical Comprehension:** The student comprehends a variety of historical sources.

**Standard 3 - Historical Analysis and Interpretation:** The student engages in historical analysis and interpretation.

**Content Era 8 (1929-1945)** – The student understands the character of World War II at home and abroad, and its reshaping of the US role in world affairs.

## C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS - COLLEGE, CAREER & CIVIC LIFE: BY THE END OF GRADE 12

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

### “Change, Continuity, and Context”

D2.His.1.9-12 – Explain how a question reflects an enduring issue in the field.

### “Perspectives”

D2.His.4.9-12 – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12 – Analyze how historical contexts shaped and continue to shape people’s perspectives.

### “Historical Sources and Evidence”

D2.His.11.9-12 – Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

### “Causation and Argumentation”

D2.His.14.9-12 – Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12 – Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**APPENDIX A**  
**Courtesy of the Library of Congress, Prints & Photographs Division.**



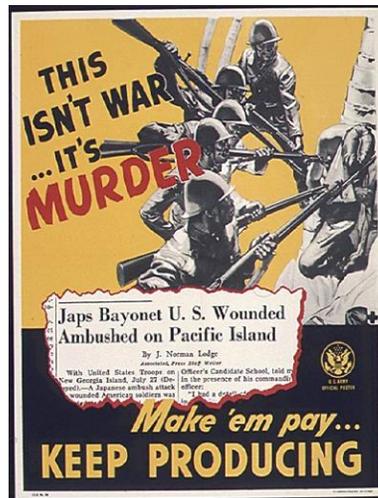
## APPENDIX B

### Anti-Japanese Propaganda Posters Created by the US Government during World War II



#1

Courtesy of the United States Government.



#2

Courtesy of the United States Government

1. How are the Japanese portrayed in #1? #2?
2. What was the purpose of these posters?
3. Who is the intended audience?
4. What emotion(s) do these posters appeal to? #1? #2?
5. How would many Americans view Japanese Americans after seeing these?
6. Would Americans distinguish between Americans of Japanese ancestry and the Japanese living in Japan?
7. What about American military leaders--- What do you think was their concern about Japanese Americans living in the United States after Pearl Harbor?
8. Why was there a concern about Japanese Americans living in any particular place in the U.S.?
9. What do you suppose American military leaders today are discussing in their meetings?

## APPENDIX C

### PRIMARY SOURCE DOCUMENTS WRITTEN BY U.S. MILITARY PERSONNEL

A. LETTER: Excerpt from Brig. Gen. John Weckerling's letter dated 31 December 1941.

Subject of letter refers to the Japanese Americans enrolled in a language school to serve as military translators in Southeast Asia (See **Resources Needed**, #3)

“Despite my confidence in the loyalty of the enlisted students enrolled in the Intelligence School, I fully realize that, when the course is completed and the students assigned as translators, interpreters or interrogators at division, corps and army headquarters, many commanders will look upon these men with suspicion, whether justified or not. I can fully sympathize with the feelings of such commanders, because the translator will be in a prime position to do great harm in the event that he is, as a matter of fact, disloyal. In the absence of white officers or soldiers, with at least a smattering of Japanese, in a position to check their actions, the G-2 will be at their mercy.

It is for this reason that I have been anxious to enroll white Americans, particularly officers, in the school. Upon their graduation such personnel, of unquestioned loyalty, will be available to assign to the headquarters of divisions, corps and army. Their presence there would serve to check the actions of the Japanese translators, and relieve commanders of their apprehension on being double-crossed by the latter.”

**Source:** Letter from Brig. Gen. John Weckerling to Lt. Col. Carlisle C. Dusenbury, 31 December 1941, quoted in James C. McNaughton, *Nisei Linguists: Japanese Americans in the Military Intelligence Service during World War II*, pp. 51-52.

B. OPINION: Excerpt from “An Opinion of the Judge Advocate General Upholding the Legality of the Military Clearance Program As Applied to Japanese American Personnel.”

Refers to the consideration of Japanese American soldiers in the US military.  
(Ref. **Resources Needed**, #4)

“It cannot be denied that there are disloyal citizens of Japanese ancestry. If routine induction procedures were applied to them, they might find their way into our Army and thus have unlimited opportunities to commit sabotage, espionage and other acts of treachery . . . It is altogether proper that reasonable steps be taken to separate the loyal from the disloyal to the end that the men of our Army may be guarded against a traitor in their midst. The danger is real, the means adopted are appropriate to the end, and although they result in some discrimination against a group of American citizens, such discrimination is justifiable as it arises from a proper exercise of the war power. “

**Source:** Office of the Provost Marshall General, “An Opinion of the Judge Advocate General Upholding the Legality of the Military Clearance Program As Applied to Japanese American Personnel,” in *World War II: A Brief History*, 1946 (Carlisle, PA: Army War College Library, 350.04x9, 247.1). Original date of opinion, 9 April 1945.

**Appendix D: Worksheet**  
**Japanese American Soldiers of World War II**  
**Comparison of Primary Sources**

	<b>"Despite my confidence . . . ."</b>	<b>"It cannot be denied that there are disloyal . . . ."</b>	<b>"Japanese American soldiers . . . ."</b>
<b>Date written (or in print)?</b>			
<b>What is the claim?</b>			
<b>Who is making the claim?</b>			
<b>Attitude toward JA soldiers</b>			
<b>Recommendation of author</b>			
<b>Words/issues in common</b>			
<b>Comparison with documentary film</b>			

"Despite my confidence," Excerpt from letter from Brig. Gen. John Weckerling to Lt. Col. Carlisle C. Dusenbury, 31 December 1941, quoted in James C. McNaughton, *Nisei Linguists: Japanese American in the Military Intelligence Service during World War II* pp. 51-52.

"It cannot be denied that there are disloyal," Office of the Provost Marshall General, Excerpt from "An Opinion of the Judge Advocate General Upholding the Legality of the Military Clearance Program As Applied to Japanese American Personnel," in *World War II: A Brief History*, 1946 (Carlyle, PA: Army War College Library, 350.04x9, 247.1). Original date of opinion, 9 April 1945.

*'Japanese American Soldiers Real Americans, or I'm Not,' Says Capt.,* *Torrance Herald*, July 12, 1945.  
<http://www.torranceca.gov/libraryarchive/>

## Appendix E

### Transcription of Franklin Delano Roosevelt letter dated Feb. 1, 1943, authorizing formation of combat team.

Electronic version of original letter at <http://www.442.us.com/fdrletter.html>

*Courtesy of the National Archives and Records Administration and the 442<sup>nd</sup> Veterans Club*

**The White House**

Washington

February 1, 1943

My dear Mr. Secretary:

The proposal of the War Department to organize a combat team consisting of loyal American citizens of Japanese descent has my full approval. The new combat team will add to the nearly five thousand loyal Americans of Japanese ancestry who are already serving in the armed forces of our country.

This is a natural and logical step toward the reinstatement of the Selective Service procedures which were temporarily disrupted by the evacuation from the West Coast.

No loyal citizen of the United States should be denied the democratic right to exercise the responsibilities of his citizenship, regardless of his ancestry. The principle on which this country was founded and by which it has always been governed is that Americanism is a matter of the mind and heart; Americanism is not, and never was, a matter of race or ancestry. A good American is one who is loyal to this country and to our creed of liberty and democracy. Every loyal American citizen should be given the opportunity to serve this country wherever his skills will make the greatest contribution – whether it be in the ranks of our Armed forces, war production, agriculture, government service, or other work essential to the war effort.

I am glad to observe that the War Department, the Navy Department, the War Manpower Commission, the Department of Justice, and the War Relocation Authority are collaborating in a process which will ensure the opportunity for all loyal Americans, including Americans of Japanese ancestry, to serve their country at a time when the fullest and wisest use of our manpower is all-important in the war effort.

Very truly yours,

(Franklin D. Roosevelt)

The Honorable,  
The Secretary of War,  
Washington, D.C.

## APPENDIX F

Excerpt from *Torrance Herald* newspaper article,  
 “‘Japanese-American Soldiers Real Americans, or I’m Not,’ Says Capt.”  
<http://www.torranceca.gov/libraryarchive/> July 12, 1945 (Ref. **Resources Needed**, #7)  
*Courtesy of Torrance Public Library Historical Newspaper Archives*

“If the Japanese Americans who fought and died with the 100th Battalion in Italy are not Americans, then I am not an American,” declared Capt. George H. Grandstaff, Army of the United States, an officer of the 100th, in a talk to Torrance Lions Club in the Civic Auditorium, Tuesday noon.

The much-decorated captain who also will talk to Torrance Rotary Club tonight said he was filled with dismay when he returned to America, “the land of the free founded on liberty,” and found the racial discrimination and prejudice which greeted him in the United States.

Finding this condition, he said he asked and was granted War Department permission to address as many men as possible about the discrimination against the Japanese-Americans with whom he fought for several years.

He was one of the few officers with the 100th Battalion, all Japanese-American, which landed in Africa, crossed to Salerno, spent 86 days in the field without a bath or clean clothing, slept in the mud and went into one campaign with oversized battalion strength and came out with less than a company of men, and which landed on Anzio with a battalion of one-half strength.

“This battalion of Japanese-Americans has one of the most remarkable records of any unit overseas, and is the most decorated unit,” Captain Grandstaff said. “The men of Texas of the lost battalion of World War II, part of the famous 36th Division, showed no prejudice when these Japanese-Americans broke through to rescue them.

“I do not ask anything, only that they be treated as Americans. The Japanese-Americans being returned to the coast have been screened thoroughly as to their Americanism.

“I ask and demand that they be not discriminated against.”

## APPENDIX G

Photographs of Nisei soldiers during the war and after the war  
*Courtesy of Go For Broke National Education Center*

### Mas Takahashi

#### *100<sup>th</sup> Infantry Battalion - C Company*

Masao "Mas" Takahashi was born on August 9, 1924. He was drafted into the army in 1944 after spending one year at Manzanar War Relocation Center.

Mas was sent to Camp Blanding, Florida, and completed his basic training as a Rifleman with C Company of the 100<sup>th</sup> Infantry Battalion. He was sent overseas where he served in the Champagne Campaign, the assault on the Gothic Line, and the Po Valley Campaign. His brother, Yoshio, was a member of the 442<sup>nd</sup> RCT, M Company.

Mas' significant decorations include the Bronze Star Medal and the Combat Infantryman Badge.



Mas Takahashi, ~20 years old (1945)



Mas Takahashi, ~85 years old (~2009)

### Victor "Vic" Abe

#### *Military Intelligence Service*

Victor "Vic" Abe was born in Los Angeles, California, on May 4, 1920, and attended elementary and secondary school there.

During World War II, he and his family were incarcerated at Santa Anita Assembly Center and later at the Heart Mountain Relocation Center in Park County, Wyoming.

Victor was inducted into the Army at Fort MacArthur in San Pedro, and took basic training in Camp Robinson, Arkansas. After basic training he was shipped to Camp Savage, Minnesota, for Military Intelligence Service training. He fought overseas in the Military Intelligence Service, including in the Philippines.



Victor ~ 20-24 years old



Victor, 94 years old