

**For each passage, read and annotate it. Then answer the accompanying questions.**

**Day 1 – Establishing Perspectives on WWII**

*Unbroken*

“The men had been **adrift** for twenty-seven days. Borne by an equatorial current, they had floated at least one thousand miles, deep into Japanese-controlled waters. The rafts were beginning to **deteriorate** into jelly, and gave off a sour, burning odor. The men’s bodies were pocked with **salt sores**, and their lips were so swollen that they pressed into their nostrils and chins. They spent their days with their eyes fixed on the sky, singing “White Christmas,” **muttering** about food. No one was even looking for them any more. They were alone on sixty-four million square miles of ocean. A month earlier, twenty-six-year-old [Louie] Zamperini had been one of the greatest runners in the world, expected by many to be the first to break the four-minute mile, one of the most celebrated **barriers** in sport. Now his Olympian’s body had **wasted** to less than one hundred pounds and his famous legs could no longer lift him. Almost everyone outside his family had given him up for dead.”

1. In one or two sentences, briefly describe the condition of Louie Zamperini and the other men who were "adrift" in Japanese-controlled waters.
2. The author is establishing time and geographic location. What language helps us establish location?
3. How does the discussion of time build knowledge of this situation?
4. Briefly describe in your own words, the physical and mental condition of the men on the boat.
5. Given this information, what can we hypothesize about these men and their future?
6. Hillenbrand writes about Louie Zamperini's former life. Why would the author be specific about this man's past events and experiences?

*Manzanar*

“They got him two weeks later, when we were staying overnight at Woody’s place, on Terminal Island. Five hundred Japanese families lived there then, and FBI deputies had been questioning everyone, **ransacking** houses for anything that could **conceivably** be used for signaling planes or ships or that **indicated** loyalty to the Emperor. Most of the houses had radios with a short-wave band and a high **aerial** on the roof so that wives could make contact with the fishing boats during these long cruises. To the FBI every radio owner was a potential saboteur. The **confiscators** were often deputies sworn in **hastily** during the turbulent days right after Pearl Harbor, and these men seemed to be acting out the general panic, seeing sinister possibilities in the most ordinary household items: flashlights, kitchen knives, cameras, lanterns, toy swords.”

“The next morning two FBI men in fedora hats and trench coats—like out of a thirties movie—knocked on Woody’s door, and when they left, Papa was between them. He didn’t struggle. There was no point to it. He had become a man without a country. The land of his birth was at war with America; yet after thirty-five years here he was still prevented by law from becoming an American citizen. He was suddenly a man with no rights who looked exactly like the enemy.”

1. The authors use words like "saboteur" and "sinister". What would cause the government to label all Japanese people this way?
2. Re-read the last 2 sentences of the text selection aloud. How did the author's father become a "man without a country"? "He had become a man without a country . . . prevented by law from becoming an American citizen." How could this situation of war create people "without a country"?
3. Given the historical context of this passage, why would the U.S. have laws that deny citizenship to people of Japanese descent?
4. How could someone living in a country for thirty-five years still not have any kind of citizenship?