

**Elementary
School Activities**
Grades 2-6

*What was life
like in camp?*



**Short activities to help
students think critically about
everyday life in Japanese American
concentration camps**

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Introduction for Teachers:

Created by the National Veterans Network, three elementary school classroom teachers—Jon Berg, Erin Toki Miranda, Leonard Newsome—and the Smithsonian Asian Pacific American Center, these activities dive into the journeys of more than 110,000 Japanese Americans who were forced to endure imprisonment in America's concentration camps* when Executive Order 9066 (EO 9066) was signed and enacted in 1942 by President Franklin Delano Roosevelt. Multi-generational American families were uprooted and displaced from their homes as a result of fear and racial discrimination. Children who spent their childhoods as American citizens, students, and friends among their peer groups were forced to start new lives in concentration camps located in isolated regions of the United States for an indistinguishable amount of time.

These activities complement an online resource for teachers about the Nisei Soldier Congressional Gold Medal, and more broadly, the history around America's concentration camps during World War II. We encourage you to reference this online resource while using these activities in the classroom by visiting <http://cgm.smithsonianapa.org>. Included in this website are links to:

- Stories about 12 individual Japanese American military service members
- A history about Japanese immigration to the U.S. and life in camps
- Videos and photographs to aid in classroom teaching
- Links to community organizations preserving stories about life before, during and after camp

As a set, the following six activities take students on a journey from the time EO9066 was signed in 1942 to when the last concentration camp closed in 1946, even though families continued to struggle long after the camps closed. The set invites teachers and students to think about these two overarching questions as you begin using these activities:

- **How can events from the past inform the decisions we make today, and for our future?**
- **Why is it important to think critically about the consequences of racial discrimination?**

The activities are designed for Grades 2 through 5, with three activities designed for students in Grades 2 and 3, and three activities designed for students in Grades 4 through 5. Each individual activity can be done within 30-45 minutes and is recommended to be done in sequence. However, individual activities can be done independently. We encourage you to modify and apply these activities to lessons that are

most appropriate for student learning objectives, unit plans and standards.

Each individual activity has a series of guiding inquiry questions to help think about and discuss the topics with your students. There is also a teacher guide woven into every activity that includes appropriate standards from the National Council for the Social Studies C3 Framework, and suggestions on how to guide conversations and activities with students. It also includes book title and multimedia recommendations that can be incorporated into the activity.

All activities follow the story of a single Japanese American soldier, Stanley Hayami, who was a youth imprisoned in the Heart Mountain Camp in Wyoming. We have included Stanley’s story in each activity so students are able to learn more about his experience during camp, in his own words. Please visit the Nisei Soldier Congressional Gold Medal website to see photographs and images of Stanley’s drawings and letters.

Second and Third Grade:

These activities can be used as a mini-unit or as stand-alone lessons, and explores themes and questions that may help students think about what students their age may have experienced once families were forced to move to concentration camps. Please note that Activities 1 through 3 includes a script for teachers that can be used implement the activity in the classroom. Look out for the phrase “Teacher Says” in these activities for optional guidance.

Grade Levels	Major Themes in the Activities
These activities are appropriate for Grades 2 and 3, but can easily be modified for other grade levels.	<p>Home and Moving This theme focuses on the idea of home and what people could and could not bring with them when they were forced to move.</p> <p>Making Friends This theme focuses on the significance of friendships, peer groups, and discrimination.</p> <p>Fairness This theme focuses on the idea of fairness.</p>

The essential questions and learning objectives we have identified for these activities include:

Activity 1: Hi. My name is _____.

Essential Questions	Learning Objectives
<p>Why are friendships important?</p> <p>What if someone told you you could not be friends with a certain type of person?</p> <p>Why is it important to understand and respect differences?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none">• Recognize unique characteristics about themselves and others• Describe their characteristics orally and in writing• Seek to understand and empathize with multiple points of view

Activity 2: What will you bring?

Essential Questions	Learning Objectives
<p>Why do people move?</p> <p>Why are some people forced to move?</p> <p>How do people create a sense of home?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none">• Recognize the racial discrimination experienced by Japanese American families• Identify personal belongings and explain their importance• Compare and contrast their personal belongings with those that Japanese American families could and could not bring to camp.

Activity 3: Is this fair?

Essential Questions	Learning Objectives
<p>Why is it important that all people be treated equally?</p> <p>Why is it important to know about rights that have been taken away from people?</p> <p>What does it look like when everyone is treated equally?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none">• List the rights and freedoms they experience in their everyday lives• Analyze how rights changed for Japanese Americans before and during the war orally and in writing• Formulate solutions with peers that advocate for fairness in their school and/or community

Fourth and Fifth Grade:

These three activities dive into complex realities of being a child or youth in camp. How did children live in camp, what kind of hobbies did they have, what sports did they play? These three activities can be used as a mini-unit or as stand-alone lessons. Please note that for Activities 4 through 6, we have not included the “Teacher Says” script found in Activities 1 through 3.

Grade Levels	Major Themes in the Activities
<p>These activities are appropriate for Grades 4 and 5, but can easily be modified for other grade levels.</p>	<p>Art as Expression This theme focuses on the concept of <i>gaman</i>, or perseverance and patience.</p> <p>Sports and Team-Building This theme focuses on the importance of community and team building.</p> <p>Reflection and Taking Action This theme focuses on reflection and navigating an unknown future.</p>

The essential questions and learning objectives we have identified for these activities include:

Activity 4: What can you find?	
Essential Questions	Learning Objectives
<p>Why is art important?</p> <p>What can art tell us about ourselves and each other?</p> <p>How do works of art communicate feelings and emotions?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Create works of art using materials in their immediate surroundings • Model the concept of <i>gaman</i>, or perseverance, and describe the activity’s process orally and in writing • Compare and contrast the materials they used in their works of art with those that Japanese Americans used in camp

Activity 5: What do you play?

Essential Questions	Learning Objectives
<p>Why is it important to be able to cooperate with others?</p> <p>How do groups or teams support one another during difficult times?</p> <p>How can working as a team build a sense of community?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none">• Identify a team (sports or non-sports) that is important to them• Describe how a team was important for a Japanese American figure• Illustrate the importance of teams in their lives through art-making and writing• Empathize with a Japanese American figure who utilized sports and/or art as a support during difficult times

Activity 6: What happens next?

Essential Questions	Learning Objectives
<p>How can we prepare for the future?</p> <p>Why is it important that all people be treated equally?</p> <p>What does it look like when everyone is treated equally?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none">• Compose written statements about actions they will take to promote fairness in their school or community• Describe the importance of equality and will apply this understanding to local, national and international issues• Recognize that they have agency in taking action when identifying issues in their community, country and world

C3 Framework Standards Snapshot

The following standards from the C3 Framework can be applied to all activities. Each individual activity will include a set of C3 standards that best fit the activity's steps and learning objectives.

Civics K-2 and 3-5	<p>D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community</p> <p>D2.Civ.7.K-2. Apply civic virtues when participating in school settings.</p> <p>D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p>D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.</p> <p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p>
Geography	<p>D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p>
History	<p>D2.His.2.K-2. Compare life in the past to life today.</p> <p>D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.</p> <p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>

Historical Overview

These next few pages provide background information about America's concentration camps during World War II and why Japanese Americans were forced to evacuate their homes. A map of where camps were located can be referenced at the end of this historical overview essay. All of this information can be found on the Congressional Gold Medal website: <http://cgm.smithsonianapa.org>.

Life in American Concentration Camps

What would you do if your government—even the president—wanted to remove you and your family from your home, claiming your national ancestry was a threat to national security? Would you fight the decision, or would you try to prove that you were loyal to your country?

On February 19, 1942, President Franklin D. Roosevelt signed **Executive Order 9066**, which allowed for the mass incarceration of more than 120,000 persons of Japanese ancestry living on the West Coast of the United States during World War II. **The Western Defense Command** created a **military exclusion zone** along the West Coast of the United States and every person of Japanese ancestry who lived within that zone eventually had to leave or be removed. Japanese Americans in Hawaii were not affected by EO9066. Japanese immigrants could not become US citizens. There were no elected representatives of Japanese ancestry.

Laws were continually introduced to limit their success in farming and fishing. All national organizations, except for the religious Quakers, abandoned Japanese Americans. There seemed little choice but to sell their belongings and leave their homes.

Definitions:

Executive order- a rule or order issued by the president to an executive branch of the government and having the force of law.

The Western Defense Command, established on March 17, 1941, was the Army command charged with the defense of the western portion of the United States, including the Pacific Coast. Under the leadership of its first Commanding General, John L. DeWitt, the WDC advocated for the mass forced removal of Japanese Americans from the West Coast, and its leaders successfully persuaded the War Department and president to adopt that view; the WDC also went on to implement that forced removal.

Military exclusion zone- exclusion zones are areas described in each Civilian Exclusion Order from which all Japanese Americans were removed. Civilian Exclusion Orders were issued by the Western Defense Command and Fourth Army to implement the provisions of Executive Order 9066.

Supreme Court Cases

Not all agreed to comply with the curfew or presidential order. Three young **Nisei** men, Gordon Hirabayashi, Fred Korematsu, and Min Yasui, living in different parts of the West Coast, refused to abide by the order under constitutional grounds. What would you have done?

Ten American **concentration camps** under the War Relocation Authority were created in deserts and swamplands to hold the families. They could only bring what they could carry. In the beginning, people had to live in unfinished barracks with only blankets to divide the space. The bathrooms were open with no doors. Instead of eating together around a dining table, families had to eat in mess halls every day.

Loyalty Questionnaire

Under these circumstances, the government imposed a **loyalty questionnaire** on every incarcerated adult. Two questions divided the community:

Question 27: Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?

Question 28: Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, or any other foreign government, power or organization?

Some people were incensed. Why should they agree to forswear any loyalty to the Emperor of Japan when they never held any feelings like that in the first place? And what was the segregated military unit they kept hearing rumors about? A total of 6,700 of 75,000 decided to answer “no, no” to those two questions. They eventually were segregated at the Tule Lake concentration camp in Northern California.

Nisei- American-born children of Japanese immigrants; second-generation Japanese Americans

Concentration camps- why are we using this terminology? Euphemistically called “relocation centers” by the War Relocation Authority, concentration camps are places where people are imprisoned not because of any crimes they committed but simply because of who they are. During World War II, America’s concentration camps were clearly distinguishable from Nazi Germany’s. Refer to the Japanese American Citizen League’s Power of Words handbook at <http://jacl.org/wordpress/wp-content/uploads/2015/08/Power-of-Words-Rev.-Term.-Handbook.pdf>

Loyalty questionnaire- a euphemism for the “Application for Leave Clearance” issued by the War Department and the War Relocation Authority in February 1943. It was generally understood to be a loyalty questionnaire because it “tested” whether individuals of Japanese descent were “loyal” or “disloyal” to the US. Every resident held in an American concentration camp was required to complete one of two questionnaires issued: the first for draft-age Nisei men and the second for all others.

Enlistment in the US Army

In 1943, Japanese Americans were finally eligible to serve in the US military. Some young men couldn't wait to enlist. By the end of World War II, nearly 33,000 enlisted in the US Army including the Occupation of Japan. Many volunteered from the camp to prove their loyalty to America while they left loved ones behind—under armed guards and behind barbed wire fences. In 1944, Nisei, like other American men, were eligible to be drafted under the Selective Service.

When Pearl Harbor was attacked, there were already some Japanese Americans serving in the US military; in Hawaii, Japanese Americans serving with the Hawaii National Guard were immediately mobilized. But prejudice and paranoia led to the dismissal of Japanese American University of Hawaii ROTC students because of their race. Soon, the draft status of all American men of Japanese ancestry was demoted to IV-C, or enemy alien, and ineligible for duty.

In 1942, an all-Japanese American battalion almost entirely composed of men from Hawaii was formed. The separate 100th Infantry Battalion went through basic training at Camp McCoy, Wisconsin and had further training at Camp Shelby, Mississippi before being deployed to Italy in 1943. Meanwhile, the United States Army began requesting volunteers for a segregated Japanese American unit from Hawaii, the ten American concentration camps, and those living in the interior states that were not sent to camp. These volunteers formed the core of the 442nd Regimental Combat Team. The 442nd was sent to Europe, where it joined the 100th Infantry Battalion, another segregated unit of Japanese Americans from Hawaii that had been fighting in Europe for nine months. The two units were combined. Over 18,000 served in the European Theater. Sent into some of the fiercest combat in Italy and France, the 100th and 442nd suffered considerable casualties, but also gained the respect and confidence of their fellow soldiers. The unit was awarded seven Presidential Unit Citations, 21 Medals of Honor and numerous awards of valor.

In addition to facing the enemy in Europe, Japanese Americans served throughout the Pacific Theater as interpreters, translators, and interrogators with the Military Intelligence Service. The intelligence they gathered gave the Allies a distinct strategic advantage. Many continued on to the Occupation of Japan and served a crucial role as cultural and linguistic mediators between the Occupiers and the Japanese. Some Japanese Americans also served in other units deployed abroad. Others also served in units assigned for stateside duties.

In November 2011, the United States Congress awarded the Congressional Gold Medal, the highest civilian honor, to the 100th Infantry Battalion, 442nd RCT and Military Intelligence Service in honor of their extraordinary service and patriotism. To learn more about their stories, visit cgm.smithsonianapa.org.

Resisters

Some didn't feel that the government should draft Japanese Americans incarcerated behind barbed wire. Three hundred Nisei resisted Selective Service orders in eight of the ten camps. Stating that the incarceration was unconstitutional, the **Heart Mountain Fair Play Committee** said that they would not fight in the US Army unless their civil rights were restored. 63 draft resisters—aside from the 27 in the Tule Lake concentration camp—were tried, convicted, and sent to federal penitentiaries.

Heart Mountain Fair Play Committee- a membership organization of draft-age Nisei men at the Heart Mountain Relocation Center that advocated for a restoration of Nisei civil rights as a precondition for compliance with the military draft and counseled noncompliance with the draft in order to create a test case of the lawfulness of conscripting the incarcerated Nisei

What would you do if your government put you in an American concentration camp and then said that you had to fight on behalf of the same government? Would you fight to show your allegiance on behalf of your family and community? Or would you resist the draft? When Nisei men and women were leaving camp for the military service, the mothers of the soldiers placed Blue Stars on the windows of their barracks. Women also sewed thousand-stitch belts to keep these young soldiers safe on the battlefield. Japanese immigrant parents took special language classes so they could write letters in English to their children. Some had to attend funerals of their sons killed in action.

Supreme Court Ruling

On December 18, 1944, the Supreme Court ruled on another case challenging the incarceration. This time, the plaintiff, Mitsuye Endo, a Nisei woman, won the right to return to the West Coast. A day before the ruling, the Roosevelt administration rescinded the exclusion orders. All Japanese Americans in every camp except for those segregated in Tule Lake could apply to return home in January 1945.

In the 1980s, declassified documents revealed that the US government knew that the mass incarceration of Japanese Americans was not a military necessity. This evidence was suppressed in the Supreme Court cases in the 1940s. As a result, the court cases of Gordon Hirabayashi, Fred Korematsu, and Minoru Yasui were reconsidered.

The respective federal convictions of all three were vacated and overturned. The Supreme Court, however, has never ruled that the mass incarceration of people based on their ethnicity is unconstitutional. As a result, what happened to Japanese Americans during World War II could legally happen again. Yet through citizen action, Congress and the president offered an apology and compensation through the passages of the **Civil Liberties Act of 1988**.

The Civil Liberties Act of 1988- this federal act (Public Law 100-383) granted redress of \$20,000 and a formal presidential apology to every surviving US citizen or legal resident immigrant of Japanese ancestry incarcerated during World War II. First introduced in Congress as the Civil Liberties Act of 1987 (H.R. 442) and signed into law on August 10, 1988, by President Ronald Reagan, the act cited “racial prejudice, wartime hysteria and a lack of political leadership” as causes for the incarceration as a result of formal recommendations by the Commission on Wartime Relocation and Internment of Civilians, a body appointed by Congress in 1980 to make findings on and suggest remedies for the incarceration.

Locations of America’s Concentration Camps





Throughout these activities, you will get to know **Stanley Hayami**, who was a young teenager and student when he imprisoned in a camp in Heart Mountain, Wyoming.

For Stanley's full biography, please visit:

cgm.smithsonianapa.org/stories/stanley-hayami.html

Diary images are courtesy of the Japanese American National Museum. To access the Stanley Hayami Collection, visit: <https://calisphere.org/collections/9607/>

Activity 1:
Hi. My name is:_____.

Essential Questions	Learning Objectives
<p>Why are friendships important?</p> <p>What if someone told you you could not be friends with a certain type of person?</p> <p>Why is it important to understand and respect difference?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Identify and recognize unique characteristics about themselves and others • Describe their characteristics through writing and speaking • Interact with peers and empathize with multiple points of view

Suggested Length of Time	Materials Needed for Students	Supporting Materials for Teaching the Activity
30-45 minutes	Worksheet · Pencil · Eraser	Image of Stanley's Journal

Use these guiding questions as a lesson hook to begin the conversation prior to introducing the content:

- Have you ever been a new student in a new school?
- What does it feel like to make new friends?
- When you make new friends, what do you want them to know about you?

Introduction to the activity:

In this lesson, students will think about how relationships are affected by this type of forced movement. If you are using this lesson independently, please begin by introducing context that students are living in a new place and going to a new school because of fear and racial discrimination.

We have included sample scripts to help guide the conversations you will be having with students. These scripts begin with the text “Teacher says,” and can be modified to match your teaching style:

“**Teacher says:** *Now that you are in a new home, you will soon go to a new school and meet new classmates. Some of your new classmates may become your new friends. How do you feel about going to a new school in a new place, meeting new classmates and making new friends? Making new friends can sometimes be challenging. You might feel happy, nervous, sad or calm as you meet new people. You probably also miss friends from your old”*

After encouraging students to think about how challenging it can be to make new friends, students will spend some time reflecting on their own personal characteristics. Hand out the “Five Facets of Me” activity.

“**Teacher says:** *If you could share five things about yourself with someone new, what would you share with them? You might find that you have some things in common and youll also learn about what makes you unique. Learning what makes us different from each other can be exciting.”*

Steps for the activity:

1. Ask students to think of five things about themselves that they want to share with their classmates. Instruct them to write down one thing about themselves in each of the shapes on the worksheet. (5 minutes) Examples could include hobbies, where their family is from, likes and dislikes, etc.
2. Ask them to turn to their partner and share their five characteristics. Some examples might look like, “I am a good artist,” “I like to ride my bike,” etc. Ask students if they have things in common with their partner:
 - A. What do you and your partner have written down that make you unique from each other?
 - B. What did you learn about about your partner that surprised you? (2 minutes)

Ask students to come together on a classroom carpet or central seating area prepared to share what they wrote down with the entire group. Questions for this discussion can be like:

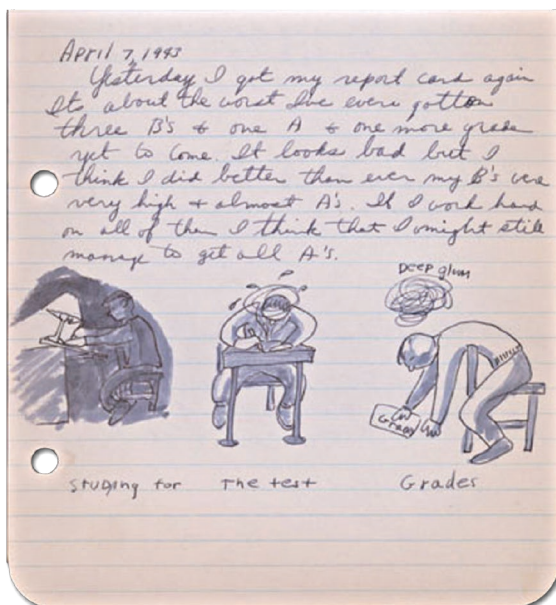
What did you have in common with your partner?

What did you and your partner write down that made you unique?

Why is it important for us to know about what makes us and our friends unique?

Closing discussion:

Share with students that Stanley Hayami was a student in camp and he wrote in his journal about homework and tests. Show students an image from Stanley's journal:



"April 7, 1943. Yesterday I got my report card again. It's about the worst I've ever gotten three B's and one A and one more grade yet to _____. It looks bad but I think I did better than ever my B's were very high and almost A's. If I work hard on all of them I think that I might still manage to get all A's."

Courtesy of the Japanese American National Museum

Ask students to also look at the drawings he made about how he felt taking the test and getting his grades back.

1. What makes Stanley unique?
2. What do you have in common with Stanley?

If choosing to teach this lesson in sequence, you can preview the next activity about fairness.

Supporting Materials:

Stanley's Journal Entry

April 7, 1995

Yesterday I got my report card again
It's about the worst I've ever gotten
three B's & one A & one more grade
yet to come. It looks bad but I
think I did better than ever my B's were
very high & almost A's. If I work hard
on all of them I think that I might still
manage to get all A's.



Studying for



The test



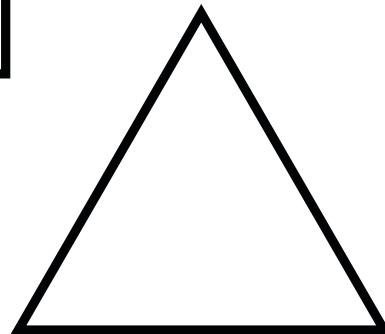
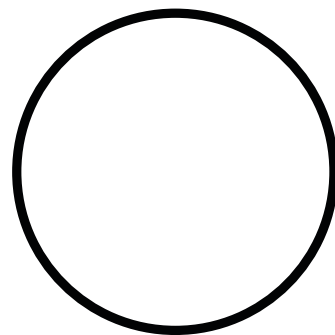
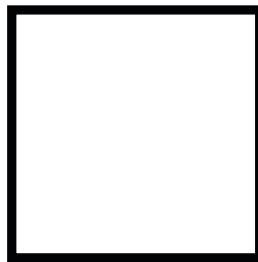
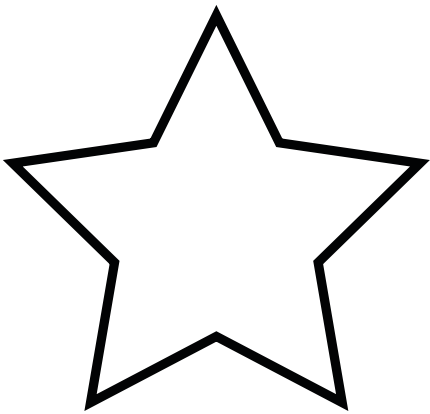
Grades

Activity 1:

Date: _____

Hi. My name is _____ .

Using your pencil, write down one thing about yourself
in each shape below.



My partner's name is _____, and

one thing we have in common is _____

_____. One thing I learned that

makes my partner unique is _____

_____.

Activity 2:
What will you bring?

Essential Questions	Learning Objectives
<p>Why do people move?</p> <p>Why are people forced to move?</p> <p>How do people create a sense of home?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Become aware that Japanese American families experienced discrimination because of racial difference • Illustrate and write about objects that are important to them • Evaluate their objects in comparison to objects Japanese American families could and could not bring to camp

Suggested Length of Time	Materials Needed for Students	Supporting Materials for Teaching the Activity
30 minutes	<p>Worksheet • Pencil • Eraser</p> <p>Colored pencils (optional)</p> <p>Picture of Stanley Hayami</p>	<p>Copy of EO9066 Notice</p> <p>Photo of Stanley Hayami</p> <p>Map of the United States</p>

Use these guiding questions as a lesson hook to start the conversation prior to introducing the content:

- Has your family ever moved? To a different house, city, state or even another country?
- What did it feel like when you learned you were going to move?
- How do you get ready for a move?

In this lesson, students will think about how personal relationships are affected by this type of forced movement. If you are using this lesson independently, please begin by introducing the context that students are living in a new place and going to a new school because of fear.

“ **Teacher says:** *When most families move, they spend a few weeks or months planning and packing. They decide what they want to bring and which items are important. Sometimes families have yard or garage sales where they may sell things they might not need anymore. All of this takes a lot of time. When you have time, you get to think about important decisions before you make them—but when you don’t have time, it can be very different. You might only have a few hours or days to pack up your entire life and there might be limits on what you can bring.*”

Steps for the activity:

“ **Teacher says:** *You just learned that your family is moving and you can only bring 5 things with you to your new home. What would you bring?*”

1. Ask students to brainstorm some items they might bring. Invite 2-3 individuals to share their items with the class. Then tell students that in a moment they are going to “pack” a suitcase by drawing/listing the 5 items they are going to bring to their new home.
2. Give students 10 minutes to write and draw five items onto the suitcase worksheet at their desks.
3. While students are working, challenge them to think about basic items that they would need to live, such as clothes.
4. After 10 minutes, from their desks, ask students to prepare to share what they included in their suitcases. If students are in table groups they can share with their neighbors first.

Ask students to think about what could realistically fit within one suitcase. If objects like plants and animals are included, that is fine. The activity will build on the reality that for families being evacuated, plants and pets had to be left behind. Toiletries and other necessary every-day items, such as toilet paper, would be available at small commissaries in camp.

Items students will most likely draw:

Favorite toy • Picture of family
Favorite book(s) • Toothbrush, toothpaste • Snacks, food
Clothes, pajamas, shoes
Games (electronic) • Stuffed animals
Mementos, such as souvenirs

5. The following questions can be used to guide a whole class conversation:

“ Teacher asks:

- *It's going to be cold at this new place, what did you pack that will keep you warm?*
- *It will also get hot in this new place, what did you pack that will keep you cool?*
- *This new place is far away from home, what did you pack to remind you of home?"*

6. After 5 minutes of students sharing their answers to these questions, show the picture of Stanley Hayami who was 16 years old when he and his family had to leave their home in California and move to the Heart Mountain concentration camp in Wyoming.

“ Teacher says: *Years ago, many Japanese American families were forced to suddenly move from their homes. Why did this happen? The country was in a war with Japan, a country far away from the United States, but where many Japanese Americans had ancestral ties. Even though many Japanese Americans had never been to Japan -- many were born in the United States and were American -- Executive Order 9066 required that they be relocated. An executive order is a rule issued by the President that has the force of law. When families learned they had to move because they were Japanese American, they had to leave most of their personal belongings behind. They were only allowed to bring what they could carry in a suitcase."*

7. Ask students what Stanley might have packed in his suitcase. Wyoming can be cold in the winter and hot in the summer. Questions to guide a discussion about Stanley may include:

“ Teacher asks:

- *Stanley and his family had to travel very far. What do you think he packed for the long journey?*
- *Wyoming can be very cold in the winter, what do you think he packed to stay warm?*
- *Wyoming can also be very hot in the summer, what do you think he packed to stay cool?"*

8. Tell students you're going to give them 5 more minutes to make any changes to the 5 items they "packed" in their suitcase. To "unpack" an item students can erase it or cross it out.

“ **Teacher says:** Japanese American families were being relocated to concentration camps managed by the federal government. These camps had strict rules about what families could bring with them. Everyone’s suitcases were inspected and certain items were prohibited. Many Japanese Americans were forced to give up personal belongings that they would never see again.

9. According to Executive Order 9066, certain items were not allowed into camp. With a pencil, ask students to put an “x” by their items that would have been prohibited from entering camp, and circle items that would have been allowed into camps. If a student is unsure about a particular item, they can ask for clarification. At the time, if there was uncertainty about an item it would have most likely been restricted from entering camp.

Some items that **were** allowed to go to camp:

- Clothes, shoes, general western apparel (clothing items that resembled Japanese culture were not allowed)
- Books in the English language
- Some photographs
- Personal mementos that do not resemble Japanese culture
- Hygiene items were allowed but were encouraged to be purchased at commissaries in camp

Some items that **were not** allowed to go to camp:

- Pets, they had to be left behind
- Photographs, depending on what it showed—if photographs showed traditional Japanese clothing, symbols, items, they would be considered suspicious
- Cameras, these were confiscated as it fed into fears of spying
- Anything that could be used as a weapon
- Radios

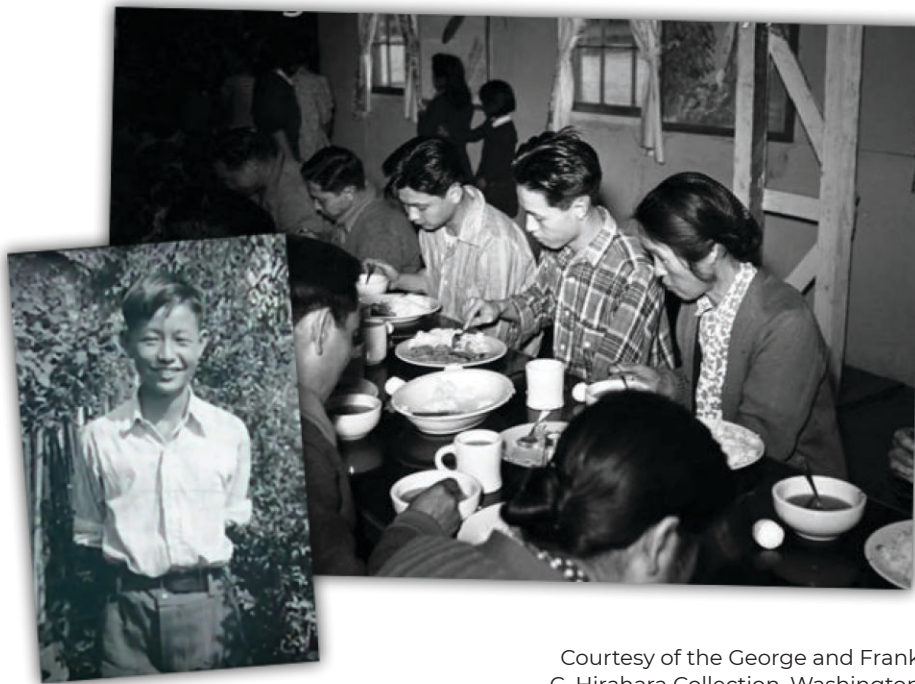
Tip: For modern-day objects likely to be added into student suitcases, such as iPads, computers, gaming consoles, etc., devices that would allow you to communicate and connect with people in other locations, it might be helpful to prepare some questions that ask students to think about the purposes of these devices and the purpose of the camps. For example, the modern-day objects mentioned here allow people to communicate with each other. Camps were designed to restrict an individual’s ability to communicate--even in-person visitors were required to communicate through a fence. All communications like letters and postcards were heavily monitored and intercepted. As students write down objects in their suitcase, encourage students to think about how modern-day objects allow for larger needs, such as communication.

Closing discussion:

Stanley probably brought things with him that were not very useful since he, and many others, did not know where they would be going. To conclude this activity, ask students about how Stanley may have felt when he arrived at camp:

“ Teacher asks:

- *How did you feel when you found out you couldn't bring something you packed into camp?*
- *How do you think Stanley felt when he found out he couldn't bring some items with him?*
- *Is it fair, or unfair, that Japanese Americans had to leave some items behind? Why?”*



Courtesy of the Hayami family

Courtesy of the George and Frank C. Hirahara Collection, Washington State University Libraries Manuscripts, Archives, and Special Collections

Name: _____

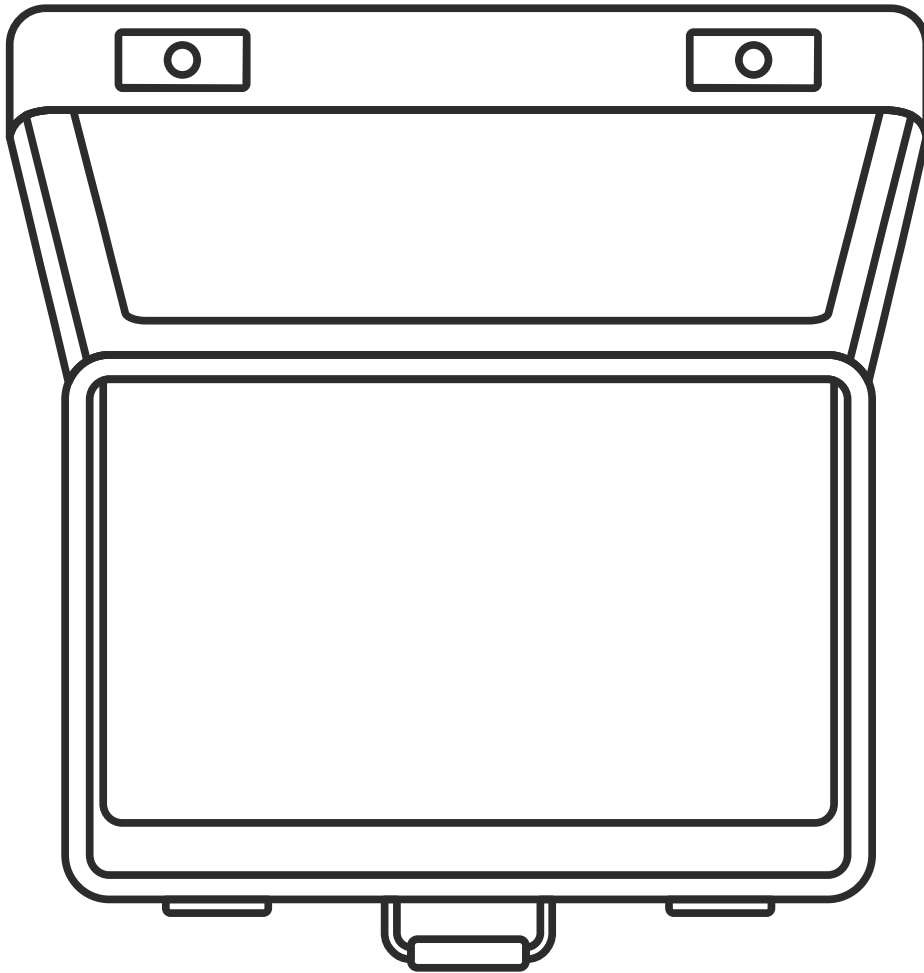
Date: _____

Activity 2:

What will you bring?

Draw 5 items you would bring with you in your suitcase.

Write a list of the 5 items you packed.



1. _____ 2. _____

3. _____ 4. _____

5. _____

Activity 3:
Is this fair?

Essential Questions	Learning Objectives
<p>Why is it important for people to have equal rights?</p> <p>Why is it important to know about rights that have been taken away from people?</p> <p>What does it look like when everyone to have equal rights?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Describe and give examples of the rights and freedoms they experience in their everyday lives • Demonstrate understanding about fairness and unfairness by analyzing how rights changed for Japanese Americans before and during the war through writing and speaking • Formulate solutions with peers that advocate for fairness in their school community

Suggested Length of Time	Materials Needed for Students	Supporting Materials for Teaching the Activity
30-45 minutes	Paper or worksheet (optional) Pencil • Eraser Picture of Stanley Hayami	Photo of Stanley Hayami Copy of EO 9066 Chart paper (optional) Smart Board (optional) Markers

Use these guiding questions as a lesson hook to begin the conversation prior to introducing the content:

- What do you like to do for fun? Do you hang out with friends, eat your favorite foods, play with a pet, watch a movie?
- Why is it important to make time for the things that make you, your friends, and family happy?
- What if, suddenly, someone told you that you couldn't do these things anymore? How would that make you feel?

Introduction to the activity:

In the first activity, students thought about their personal characteristics and what they may have had in common with Stanley Hayami. In the second activity, students thought about what people were allowed, or not allowed, to bring with them to camps. In this activity, students will think about equality and fairness, specifically how Japanese Americans were treated unfairly during World War II. If you are using this activity out of sequence, prepare students to think about what equality and fairness means to them, and how they can advocate for themselves and other both in and outside of school.

We suggest this activity begins with a story told by the teacher. Below is a script that can be modified according to your teaching style:

“ **Teacher says:** *Over the weekend, I had the most exciting day. I got to sleep in and eat my favorite cereal for breakfast. There was a lot of sunshine outside and I took my dog on a long walk. We looked at flowers, saw other dogs and even got to play fetch in the park. For lunch, I got to eat at a nice restaurant and ate cake for dessert. In the evening, I went to see an action movie and ate a lot of popcorn. On my way home, I got my dog a brand-new toy and went home to watch him have fun playing with it. Before bedtime, I read my favorite book about far away places. It was an exciting day because I got to do some of my favorite things.*”

Steps for the activity:

This is a four-part activity that will take 30-45 minutes. For Part One, ask students to think about what an exciting day looks like for them. It can be a recent day they had with their family, friends or pets. At their desks, ask them to write down four things they did/do on an exciting day.

Part One: The writing prompt can look like this suggestion below, but can also be modified. This prompt can be written on chart paper/Smart Board for students to copy or you can print the accompanying worksheet to hand out to students.

“On my exciting day, I get to eat _____ and play with _____. Together, we will play a game called _____. Before bedtime, I get to eat another one of my favorite foods, which is _____.”

For Part Two, ask students to come to the carpet or whole group meeting area. For this part we are going to focus on Japanese American children in camp. Before World War II, Japanese American children might have had similarly fun/exciting days, but because of fear and racial discrimination, many children and families had to redefine what “exciting” would mean for them in camp. For this part of the lesson, show this video clip (2:27) As students watch the clip, ask them to pay specific attention to what life was like before this family was forced to move to a concentration camp?



<http://youtu.be/liZxBHGA4Ds>

“Children in Internment Camps: A Japanese American’s Reflection”

After watching the video, use questions like the ones listed below as part of a whole group discussion.

“ Teacher asks:

- *What was one fun/exciting thing you noticed the family did before they were forced to move?*
- *Did anyone notice a large family enjoying a picnic?*
- *How about children playing in the front yard of their home?*

When families were forced to move to camp because of the war, many things had to change.

- *After the family was forced to move to camp..*
- *Where did they eat meals?*
- *How do you think the food tasted?*
- *There are a lot of soldiers watching everyone in camp. Did you see anyone playing outside? Why or why not?*

Closing discussion:

For Part Four, we will focus on the idea of equality and fairness. It is important that we make sure this never happens again. What can we do to make sure it doesn't? Together with students, you will write a pledge on the importance of treating all people equally, regardless of who they are, how they look or where they are from. Some guiding questions to start the pledge-writing process could be:

“ Teacher asks:

- *What will you do if you see someone being treated unfairly or made fun of because of how they look?*
- *What can we do to make sure all people are treated equally?*

Keep a running list while students brainstorm ideas. You'll be using this information to write a shared pledge. Once you feel your students are ready, begin drafting a pledge. You may use the language below as a guide.

In the past, people let fear make them treat other people unfairly. We promise we won't let that happen by:

- *Standing up for ourselves and others by...*
- *Being kind to each other by...*
- *Respecting our unique differences by...* (If you did activity two, "Hi. My Name is, _____," with your students this may help with this particular example)

After the pledge is done, read it out loud with the students in class and ask if everyone will try to follow this pledge as best as they can. You can also turn this into an art project, asking students to decorate their own copy of the pledge to keep in their cubbies or desk. Before the activity ends, share the image of Stanley Hayami's drawings of him listening to a college football game on the radio:

<http://cgm.smithsonianapa.org/stories/stanley-hayami.html>

Even though Stanley was discriminated against because of his ethnic background, he was able to make at least one day more interesting by listening to an exciting football game and drawing pictures showing his reactions. These were difficult times for Stanley and thousands of Japanese Americans, but he found a way to connect with activities that made his days exciting before camp.

Supporting Materials: Photo of Stanley



Courtesy of the Hayami family

Courtesy of the George and Frank C. Hirahara Collection, Washington State University Libraries Manuscripts, Archives, and Special Collections

Name: _____

Date: _____

Activity 3:
Is this fair?

On my exciting day, I get to eat _____

and play with _____.

Together, we will play a game called

_____.

Before bedtime, I get to eat another one of my favorite foods,

which is _____.

Activity 4:
What can you find?

Essential Questions	Learning Objectives
<p>Why is art important?</p> <p>What can creativity tell us about ourselves and each other?</p> <p>How do you make a challenging situation better?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Create works of art using materials in their immediate surroundings • Model the concept of <i>gaman</i>, or perseverance, and describe the activity's process through writing and speaking. • Empathize with Japanese Americans who created works of art with materials they were able to find in camp.

Suggested Length of Time	Materials Needed for Students*	Supporting Materials for Teaching the Activity
30-45 minutes	Reflection worksheet Pencil • Eraser	Photo of Stanley Hayami's journal drawings Chart paper or smartboard Photo of arts and crafts made in camp

** This activity asks students to find materials in their immediate environment to create art. This can include wrappers, paper scraps, tape, twisty ties, etc. This activity does not require new materials. There are no rules to this!*

Use these guiding questions as a lesson hook to begin the conversation prior to introducing the content:

- What resources around you can be transformed into something different and new?
- Why is creativity important?
- How do you make a challenging situation better?

This activity can be done in the general classroom or art classroom. This activity precedes two other activities about life in camp during World War II, with the next activity focused on sports and the last activity about planning for life after camp. This activity can be done in sequence or on its own.

Introduction to the activity:

What if you were a Japanese American student who loved art class at school or making art at home before the war? What if you wanted to make something in camp but did not have an art supply store to go to? What would you use to make arts or crafts?

This activity dives into the art of *gaman*, a Japanese word that means “to bear the seemingly unbearable with dignity and patience.” In camp, arts and crafts were created using whatever materials were available, such as man-made items and natural materials, like rocks and wood. This activity reveals aspects of day-to-day life in camp, and what incarcerated individuals may have been feeling and thinking as they made arts and crafts. For students, this activity asks them to think critically about daily life in camp and how they can use their individual styles of creativity to create something new out of found materials around them.

For this activity, it might be helpful to write the definition of *gaman* on chart paper, a whiteboard or smartboard so that students can reference its meaning during the activity and the concluding reflection essays. Underline keywords in this definition that may require further explanation for students, such as *patience*, *dignity*, *perseverance*, and *tolerance*.

Gaman: to endure the seemingly unbearable with patience and dignity, of Zen Buddhist origin, often interpreted as “perseverance” or “tolerance.”

Steps for the activity:

Through YouTube or the Smithsonian Learning Lab, search for the video, “The Art of Gaman: Arts and Crafts from the Japanese American.” (<http://youtu.be/9njHWrMP82k>) This is a 4:59 video featuring interviews with camp survivors who talk how arts and crafts were made in camp. This video was made in 2010, when the Smithsonian American Art Museum’s Renwick Gallery hosted an exhibition titled, “The Art of Gaman.” Show this video to students before the activity steps begin. The video includes historical context about the camps along with first-person accounts of life in camp. There are questions to help guide steps 1 and 2 below.

1. Display image of the object to the right as examples of *gaman* on chart paper, a whiteboard or smartboard.

You can also print copies to have available on student table groups.



2. After the video ends, ask students the following questions to engage in a dialogue about what they just learned about *gaman*. Plan to spend about ten minutes for discussion.
 - What kinds of natural environments were camps built on?
 - What types of arts and crafts were made in camp? Why?
 - Were the makers of the arts and crafts professional artists? Who were they?
 - What tools did makers use? Where did makers find these tools?
 - Did creativity help the artists get to *gaman*? What details from the video, or in the photographs, help support your answer?
 - Why is *gaman* an important word to know as we learn about the history of Japanese American concentration camps?
3. Now that students have learned about *gaman*, and seen examples of the “art of *gaman*,” share that everyone will now have the opportunity to engage in the art of *gaman* by making art out of materials around them. Students will have 15 minutes to create art using whatever materials are near them, such as scraps of paper, ribbons, string, tape, etc. Remember in the video, scissors and other sharp tools were not available for people to use, so they had to be made out of other materials. As you remind your students about what can and cannot be used within the classroom (you as the teacher can decide what is permissible to use and what should be off-limits), encourage them to use their creativity and that there is no right or wrong answer to what they make.

5. Give students 15 minutes to find materials and begin making art and crafts.
6. Once 15 minutes have passed, ask students to clean up their desks or station and return to their seats with their art or craft. Using a writing utensil and a small piece of paper, ask students to give their art or craft a title and place it next to their creation.
7. Once students have given their creation a label, ask students to stand up and do a gallery walk to see what their peers have created. Once students have walked around the classroom once, ask them to return to their seats.

Concluding Discussion:

Ask students to share what they created with the class by answering the following questions. You can write these questions on chart paper or a smartboard as students share out:

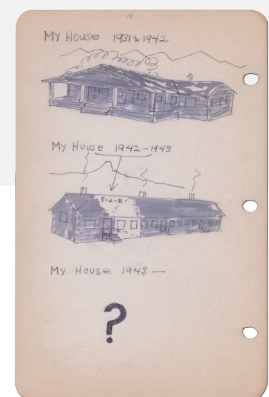
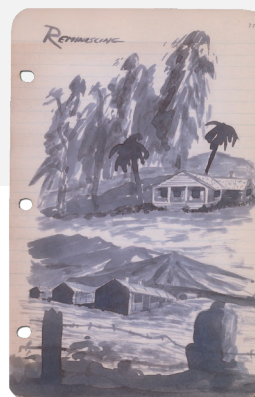
- What is the title of your piece?
- What materials did you use to make it?
- What surprised you the most about making your piece?

As a final step for this activity, ask students to spend about 5-10 minutes with deeper reflection on this activity by answering the questions on the accompanying worksheet. The worksheet can be used to generate a discussion in the classroom about creativity and the concept of *gaman*.

What kind of art did Stanley make?

Stanley Hayami was a young student when he was in camp. He loved to draw and write in his journal. We have images of his drawings, such as this one. Let's look at this image together and look for clues on what Stanley used to create this drawing. Discussion questions with students can look like this:

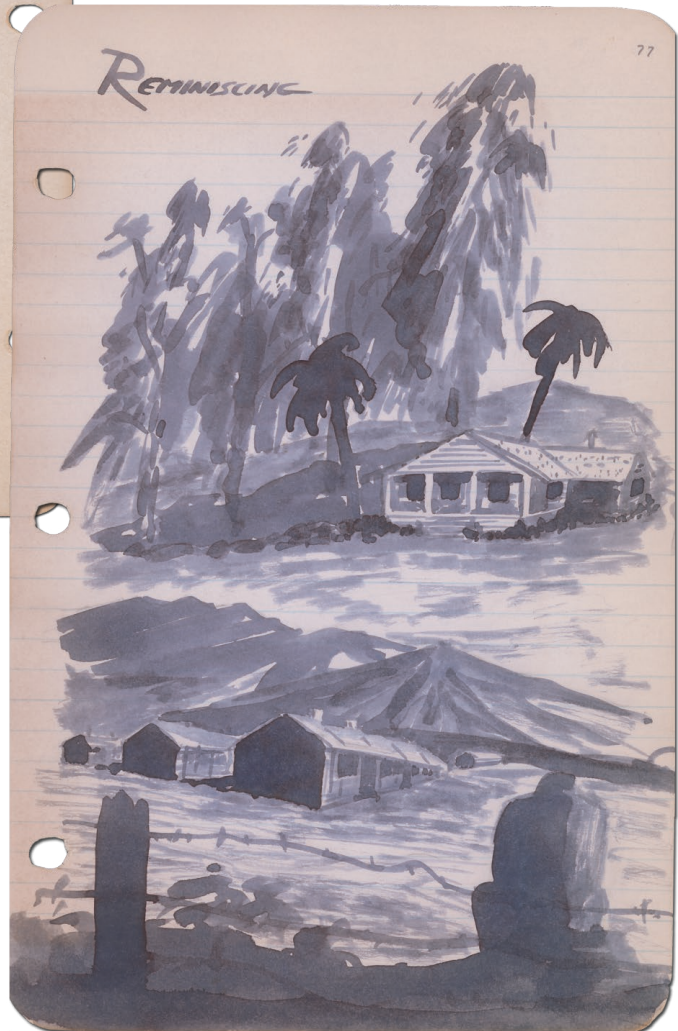
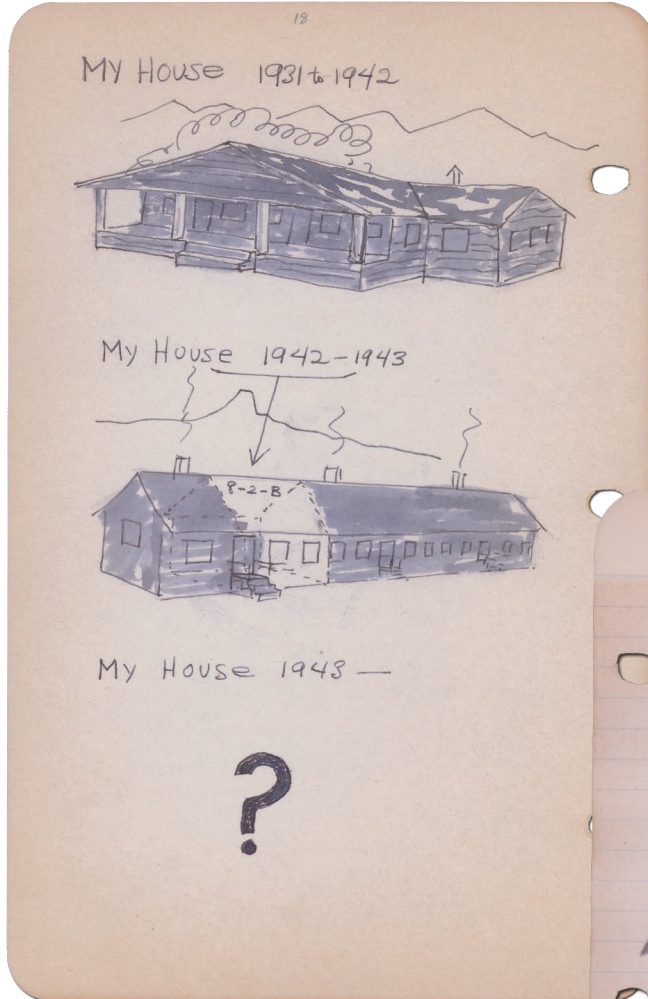
- What kind of materials do you think Stanley used to make this drawing?
- What details support your answer?
- How would you describe the picture Stanley drew?
- What is happening in this picture?
- How do you think Stanley's drawings show *gaman*?



Courtesy of the Japanese American National Museum

Supporting Materials:

Stanley's Journal Drawings



Courtesy of the Japanese
American National Museum

Supporting Materials:

Bird Pin



June and Tsuneyo Shimizu were sisters who were both incarcerated during WWII. They were incarcerated at the Tule Lake and Topaz concentration camps. While there the sisters picked up arts and crafts to pass the time and express their creativity. This tiny bird was carved by June, and displays her skill in woodworking. June and her sister would use any materials they could find to make their art, so June most likely found some leftover wood to make this delicate bird. On the back "Tule Lake 1944" is written to signify when and where it was made. The Shimizu sisters learned how to express their perseverance through the new art forms they adopted during their time of forced imprisonment.

From the Smithsonian National Museum of American History collection
Gift of Dale Cawley place made: United States: California, Tulelake

Activity 5: *What do you play?*

Essential Questions	Learning Objectives
<p>What do we learn from being on teams?</p> <p>Why are teams important during difficult times?</p> <p>How can teams build a sense of community?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Name a team (sports or non-sports) that is important to them • Describe how a team was important for a Japanese American figure • Illustrate the importance of teams in their lives through art-making and writing • Empathize with a historical figure who persevered during difficult times through sports and art

Suggested Length of Time	Materials Needed for Students	Supporting Materials for Teaching the Activity
30-45 minutes	Reflection worksheet Art worksheet • Pencil • Eraser Crayons, color pencils or markers	Photo of Stanley Hayami's journal entry Chart paper or smartboard

This activity can be done out of sequence, or following Activity Four. If done individually, you can reference the video in Activity Four and Stanley Hayami's full biography on the Congressional Gold Medal website for more historical content to support the activity's steps. Use these questions as a lesson hook to begin the conversation prior to introducing the content.

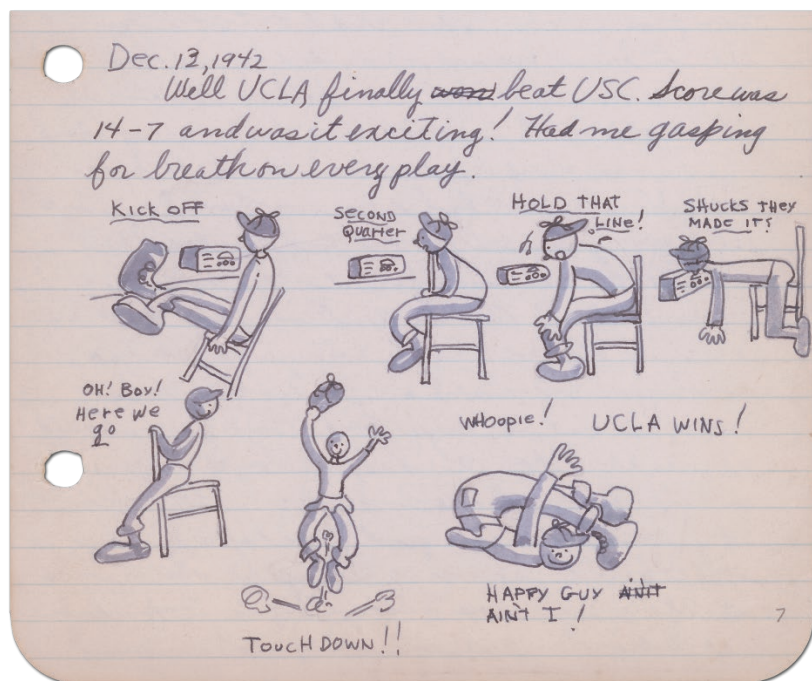
- What do we learn when we play team sports or participate in team activities?
- Why do you think being on a team is important?
- Are teams (sports and non-sports) important for communities? Why or why not?

Introduction to the activity:

In camp, many young people formed sports teams, particularly baseball. Why would sports play an important role in camp?

Stanley Hayami was a fan of sports. While he was in camp, he was able to listen to football games on the radio. Post the image of Stanley Hayami's journal entry in your classroom on a whiteboard or smartboard, or provide printed copies for students to look at individually or in groups. With students, look at this picture together and discuss the following questions:

- What do we see in this picture?
- What emotions does Stanley show as he listens to the football game? What details in his drawings support your answers?
- Why do you think Stanley is a fan of University of California Los Angeles (UCLA)?
 - For this question, reference Stanley's drawings from Activity Four for biographical clues that might help students answer this question. You can also review Stanley's full biography on the Congressional Gold Medal website.
- What do you think the UCLA team means to Stanley, especially while he is in camp? Why is UCLA important for him?



If necessary, we have provided a typed version of Stanley's cursive handwriting:

December 13, 1942

Well UCLA finally beat USC (University of Southern California). Score was 14-7 and was it exciting! Had me gasping for breath on every play.

Courtesy of the Japanese American National Museum

Steps for the activity:

Ask students to think about Stanley Hayami's journal drawing and what they think about the importance of finding a team during a difficult time in life. Ask students to think about teams in a broad sense--if some students do not identify sports with a sense of belonging, especially during a difficult time in life, are there clubs or group activities they enjoy?

1. For the artistic component of this activity, students will have three options. Ask students to choose one of the following options below, and to use the accompanying worksheet on page XX. Students can use crayons, colored pencils, markers or any writing utensil to design either a logo, uniform or trading card of a sports team, club, or group of people that they identify with. Just as UCLA and football helped Stanley Hayami during a difficult time, this activity encourages students to think about the importance of finding a team during a difficult time in life. The idea behind a team can be abstract and creative.
2. Present these options for students and remind them to include the name of their team on the worksheet.
 - A. Design a logo for a team you might have started, joined, or want to join.
 - B. Design a uniform you would have liked to have worn for a team you might have started or joined, or want to join.
 - C. Design a trading card featuring yourself as a member of a team you might have started or joined, or want to join.

Closing discussion:

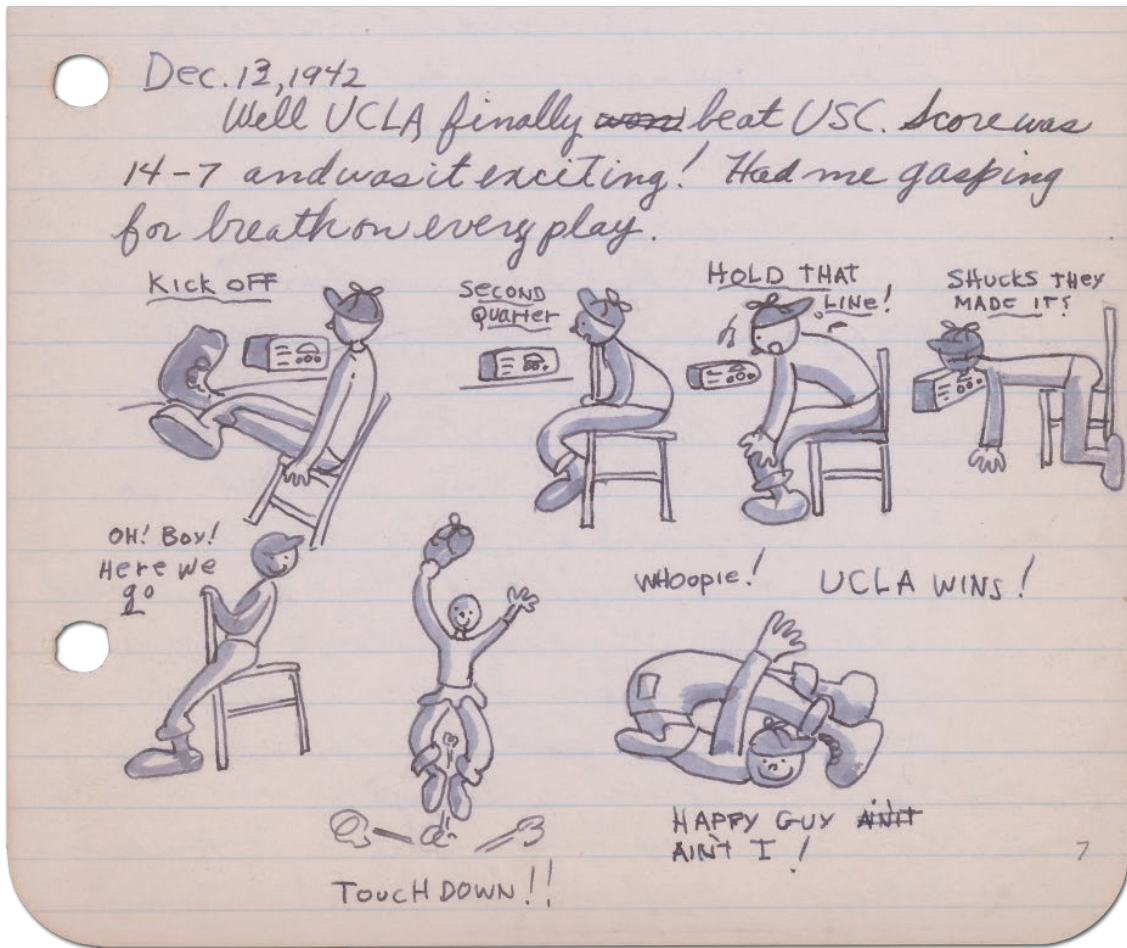
After 15-20 minutes have passed, let students know that volunteers will be welcomed to share their design with the class. Similarly to the presentation points from Activity Four, ask students to provide the following information when they share their designs with the class. These questions can be written on chart paper or a smartboard to guide students as they present their work:

- What is the name of your team?
- Did you choose a logo, uniform, or trading card?
- Tell us about your design!
- Why is this important for you?

After students have shared their designs, ask students to complete the second part of the accompanying worksheet, for written reflection. This can be done in the classroom or used as homework. Similar to Activity Four, this worksheet will ask students to take a deeper dive into the idea of teams.

Supporting Materials:

Stanley Hayami's Drawing about the Football Game



Courtesy of the Japanese American National Museum

Name: _____

Date: _____

Activity 5:

What do you play?

Drawing worksheet

Name of your team: _____

Circle the item that you have selected: Logo Uniform Trading Card

Name: _____

Date: _____

Activity 5:

Why are teams important?

Reflection worksheet

Now that you have had a chance to learn more about why teams and sports were important for Stanley Hayami, tell me more about what you drew.

Describe the logo, uniform, or trading card that you drew. Be sure to include details about your artistic choices (color, shapes, lines) to describe your drawing. Why are these artistic details important for your team?

What does your team do?

How have teams helped you during a difficult time?

Why is your team an important part of your community?

Why do you think a football team was important to Stanley?

How do you think it made him feel to listen to the football game on the radio?

Activity 6:
What will happen now?

Essential Questions	Learning Objectives
<p>How do we prepare for the future?</p> <p>Why is it important for people to have equal rights?</p> <p>What does it look like when everyone to have equal rights?</p>	<p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Compose written statements about actions they will take to promote fairness in their classroom or community. • Demonstrate knowledge about fairness by giving examples of issues they see in their communities or around the country. • Recognize that they have agency in taking action when identifying issues in their community or country.

Suggested Length of Time	Materials Needed for Students	Supporting Materials for Teaching the Activity
30-45 minutes	Pencil · Eraser Lined paper Worksheet (optional)	Chart paper (optional) · Smartboard (optional) Notes or reflections from the previous activities, one through five (optional) Photo of Stanley Hayami

Use these guiding questions as a lesson hook to begin the conversation prior to introducing the content:

- What if you had to “start all over again:” packing up to move, making new friends, and exploring a new home?
- How do we prepare for the future?

This activity is best done in conjunction with Activities Four and Five. This activity also compliments Activities One through Three, which can be modified to any elementary grade level.

Introduction to the activity:

You just learned that America's concentration camps will be closing and that you and your family will be moving to a new place. You lived in this camp for approximately four years. When you first moved here, you had to live with multiple families, eat in the same place every day, go to a new school, meet new classmates and make new friends. You also made beautiful arts and crafts, and joined a team. While life in camp was unfair and unjust, you found ways to live courageously and creatively.

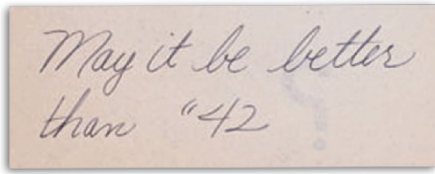
For this activity, ask students to think about life after camp. You can frame a conversation or written activity with some guiding questions, such as these below, or use them as rhetorical questions to help students think about a new chapter Japanese Americans had to face, with so many unknown possibilities and outcomes:

- Now that the war is over and camps are closing, where will you go?
- Will you go back to the home you lived in before you were forced to move to camp?
- If you move to a different state, what do you think that might be like?
- What will it be like making new friends, again?
- How will you stay in touch with the friends you made in camp?

When concentration camps closed in 1945, many families were uncertain about what they would do next and where they would go. The government did not help them find new homes or jobs. Many families who returned to their homes along the west coast of the United States found that their houses had been broken into with many personal belongings gone. Many businesses Japanese American families owned were either looted or taken over by non-Japanese American business people. Some families were able to return to their farms or homes--neighbors and family friends protected land and property during the war. "Home" became a very challenging topic that impacted families in a variety of ways. Generally, the post-war years were challenging for many families who continued to endure racial prejudice. There were many uncertainties about the future, however, the future was filled with possibility and opportunity.

Stanley Hayami drew pictures of himself listening to football games, taking tests in school, and drew pictures of the barracks he and his family lived in in camp. He also wrote down a lot of thoughts and feelings about his experience in camp. In thinking about his life in camp, he wrote the following passage:

"I think that the whole mess was unnecessary and a lot of trouble could have been avoided. ... I personally will proceed to forget the whole mess, will try to become a greater man from having gone thru such experiences, keep my faith in America, and look forward to relocation and the future."



Stanley as a young man: Courtesy of the George and Frank C. Hirahara Collection, Washington State University Libraries Manuscripts, Archives, and Special Collections. Diary entry: Courtesy of the Japanese American National Museum

1943 was his last full year in camp. His New Year's resolution for 1943 was,

“to be more tolerant...to be more understanding of others and more appreciative...to study as hard as I can and learn as much as I can.”

In 1944, Stanley joined the military to fight in the war once he turned 18 years old. When he was in Europe fighting for the United States, he drew pictures of his experiences there, sending them back to his family in camp. Sadly, in 1945, Stanley was killed in action while helping two soldiers who had been wounded. He was never able to see camps close, or to find a new home with his family.

Overview of the activity:

With the accompanying worksheet, ask students to write a journal entry about actions they will take to ensure fairness in the future. Activity Six invites creative and abstract thinking, as a way to culminate the questions and activities done throughout this entire booklet, encouraging students to think about themselves in their own, and their community's future. Ask students to think about the questions below to guide their journal entry, which can be done in 1-2 paragraphs. These questions can be written on chart paper or a smartboard for students to reference as they write their journal entry. You can use the accompanying worksheet with suggested sentence starters on page XX. We encourage you to modify this activity's length and format to best suit your students' interests and needs.

- *How do we help to make sure people are treated fairly today, in the future?*
- *What issue do you see in your community, or in the country, today that you would erase from the future? How will you do it?*

Closing discussion:

After about 15 minutes, ask students to come to the “carpet” or shared seating space with their journal entry. Ask for volunteers to read their entry out loud in front of the class.

An optional concluding activity could be a classroom pledge, which was introduced in Activity Three.

Supporting Materials:
Photo of Stanley Hayami



May it be better
than "42"

Stanley as a young man: Courtesy of the George and Frank C. Hirahara Collection, Washington State University Libraries Manuscripts, Archives, and Special Collections. Diary entry: Courtesy of the Japanese American National Museum

Name: _____

Date: _____

Activity 6:

What will happen now?

Reflection worksheet

Write one paragraph for each question below:

How do we help to make sure people are treated fairly today, in the future? What will you do to make sure this happens?

What issue do you see in your community, or in the country, today that you would erase from the future? How will you do it?

Below is an optional "fill in the blank" activity that quickly summarizes the longer writing activity above.

My name is _____.

A year from now, the date will be _____. On this date, I will have erased the

issue of _____ by _____

_____. I will have made sure that people are treated fairly by _____

_____.



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