

LESSON | "I AM AN AMERICAN" - Immigration and the impact of the bombing of Pearl Harbor on Japanese-Americans

GUIDING QUESTIONS |

1. What might one face when moving to a new place?
2. How can we empathize and assist those who come here from a different place?
3. How can the characteristics of the Medal of Honor help you do hard things when other factors are working against you?

STANDARDS & SKILLS *This lesson is aligned with Tennessee State Standards and learning objectives; however, this lesson can be adapted to meet standards in other states.*

Social Studies (Grade 5)

- 5.08** Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.
- 5.18** Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.

Literacy

- 5.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
- 5.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
- 5.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- 5.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5.RL.IKI.7** Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.
- 5.RI.IKI.7** Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
- 5.RI.IKI.9** Integrate information from two or more texts on the same topic in order to build content knowledge.
- 5.RI.RRTC.10** Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
- 5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- 5.SL.PKI.4** Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

Skills

- SSP.01:** Gather information from a variety of primary and secondary sources, including: Printed materials; Graphic representations; and Artifacts, Media and Technology sources
- SSP.02** Critically examine a primary or secondary source in order to: summarize significant ideas and relevant information; and draw inferences and conclusions.
- SSP.03** Organize data from a variety of sources in order to: • Compare and contrast multiple sources • Recognize differences between multiple accounts • Frame appropriate questions for further investigation
- SSP.05** Develop historical awareness by: • Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness • Identifying patterns of continuity and change over time, making connections to the present

LESSON OVERVIEW

In this lesson, students will compare early 20th-century immigration, looking at entry from Ellis Island vs entry from Angel Island to gather background context as to why Japanese-Americans were discriminated against before WWII and treated poorly after the bombing of Pearl Harbor. Students will then identify the impact of the bombing of Pearl Harbor through the eyes of Japanese-Americans. The students will examine three different accounts of second-generation Japanese-Americans (Sadao Munemori, William Kenzo Nakamura, and Daniel Inouye) facing discrimination before and after the bombing of Pearl Harbor during WWII. They will end the lesson by identifying important characteristics these men had that later led to them being awarded the Medal of Honor despite the racism faced at home.

EXIT TICKET

- ❖ Students will answer the guiding question: How can the characteristics of the Medal of Honor help you do hard things when other factors are working against you? They will then use an example from the lesson to support their answer.

PERFORMANCE TASK

- ❖ Read the graphic novel on Daniel Inouye and use it as an example to draw a one-page comic on either Sadao Munemori or William Kenzo, specifically focusing on their actions, who were later awarded the Medal of Honor. Write a short label describing the impact the bombing of Pearl Harbor had on the person you chose and the characteristics they had to overcome discrimination and other hardships during WWII.

CLEAR LEARNING TARGETS

- I can compare Angel Island and Ellis Island and identify the purpose of the immigration stations.
- I can examine the impact the bombing of Pearl Harbor had on Japanese-Americans.
- I can identify the characteristics of Sadao Munemori, William Kenzo Nakamura, and Daniel Inouye that later led to them being awarded the Medal of Honor.

MATERIALS NEEDED

OPTIONAL Homework Assignment or Extension

- [Prisoner in My Homeland Simulation](#)
- [Prisoner in My Homeland Reflection Guide](#)

In-class Activities

- Activity 1 - Investigation of Angel Island and Ellis Island
 - ◆ [Investigation Documents - Angel Island](#)
 - ◆ [Investigation Documents - Ellis Island](#)
 - ◆ [Investigation Notetaker](#)
 - ◆ Folders
- Activity 2 - Timeline Gallery Walk
 - ◆ [Gallery Walk Graphic Organizer](#)
 - ◆ [Gallery Walk Sources](#)
 - ◆ Tape
- Activity 3 - Japanese-American Medal of Honor Recipients
 - ◆ [Student Directions](#)
 - ◆ [Reflection Page](#)
 - ◆ [Medal of Honor Characteristic Posters](#)
 - ◆ [Japanese-American WWII Stories](#)
 - ◆ Sticky Notes
- Exit Ticket
 - ◆ [Short Answer Response Page](#)

ACTIVITIES

1. Comparing and contrasting the immigration process of Angel Island vs. Ellis Island.

- a. Students will investigate the process of early 20th-century immigration using primary and secondary sources and record their findings on a graphic organizer.
- b. Students will then answer a reflection question and two guiding questions.

2. Identify the impact of the bombing of Pearl Harbor and how it affected Japanese-Americans

- a. Students will participate in a timeline gallery walk beginning with the Japanese entry into the United States through Angel Island and ending with the Japanese-American relocation to internment camps after the bombing of Pearl Harbor.
- b. Students will fill in a graphic organizer as they explore the artifacts and answer questions to help them identify how the bombing of Pearl Harbor impacted the United States.

3. Exploring first-hand accounts of Japanese-Americans before and after the bombing of Pearl Harbor

- a. Students will zone in on the impact the bombing of Pearl Harbor had on the Japanese-Americans by examining three different accounts of second-generation Japanese-Americans (Sadao Munemori and Daniel Inouye).
- b. Students will analyze the heroic war stories of these three men and identify their characteristics, which later led to them being awarded the Medal of Honor

4. Culminating Project: A Display of Heroism in the Face of Adversity

- ❖ Read the graphic novel on Daniel Inouye and use it as an example to draw a one-page comic on either Sadao Munemori or William Kenzo, specifically focusing on their actions, who were later awarded the Medal of Honor. Write a short label describing the impact the bombing of Pearl Harbor had on the person you chose and the characteristics they had to overcome discrimination and other hardships during WWII.

OPTIONAL HOMEWORK/OPTIONAL EXTENSION | “Prisoner in My Homeland”

FOCUS: Viewing history through another point of view to grow empathy.

***Great if you need sub plans!**

INSTRUCTION

- Students will be instructed to visit the following link: [Prisoner in My Homeland](#) simulation, which can be linked in whatever online platform your classroom uses (ie, Google Classroom or Canvas).
- While the students work through the simulation, they will either type or handwrite their responses on the following document: [Prisoner in My Homeland reflection guide](#).

ACTIVITY SOURCES PREVIEW

The image shows a preview of a reflection guide form titled "Prisoner in My Homeland". It includes a header with the title and a "Print" button. Below the header, there are several sections with text and checkboxes. The first section is titled "Before the simulation" and contains a paragraph of text and a checkbox. The second section is titled "During the simulation" and contains a paragraph of text and a checkbox. The third section is titled "After the simulation" and contains a paragraph of text and a checkbox. The form is designed for students to reflect on their experience with the simulation.

HOMEWORK/EXTENSION | "Prisoner in My Homeland"

Directions:

1. Visit the website mission-us.org/games/prisoner-in-my-homeland/ and create a free account.
2. Click on the word PLAY at the top if you can't find the game after you create an account.
3. Click on the game: "Prisoner in my Homeland," and then press "start mission."
4. If you click on the gear graphic, there is an option to make the game full screen.
5. As you play the game, answer the questions on your homework assignment to receive credit.
6. When you're finished, turn in this assignment to your teacher.

1	Which job did you choose and why?			
2	Describe Henry's life before going to Manzanar Prison.		Describe Henry's life after going to Manzanar Prison.	
3	As you play part 2, circle what value did you prioritize the most: Family Independence Community Government Questioning Authority			
	Explain why you made one of the decisions you did to support the value you circled:			
4	What was Henry's school life like in Manzanar Prison?			
5	How can you relate to some of Henry's experiences?		What makes it hard for you to relate to some of Henry's experiences?	

CLASS ACTIVITY 1 | Historical Investigation of Angel and Ellis Island

FOCUS:

Students will analyze primary and secondary sources to compare entry into the United States through Angel Island and Ellis Island.

INSTRUCTION

- Divide students into pairs or groups of 4 - 5.
- Each group will get two "classified" envelopes to explore. One envelope will contain information about Ellis Island, and the other will contain information about Angel Island.
- Students will use the artifacts to answer questions on their [investigation graphic organizer](#).
- Afterwards, the students will answer the reflection question(s) and guiding questions on their investigation graphic organizers.
- Post-investigation discussion: Call on students to share and discuss their findings and answers to the reflection/guiding questions.

NOTES

- Print the classified documents and separate them into two folders per group. One for Ellis Island and the other for Angel Island.

SUGGESTIONS

- Consider strategically pairing students or mixing groups to encourage peer collaboration.
- Consider decorating the front of the folders to make them look like top secret, classified folders.

ACTIVITY SOURCES PREVIEW

Class Activity 1 | Historical Investigation of Angel and Ellis Island

Learning Target: I can compare Angel Island and Ellis Island using primary and secondary sources.

Directions: Use the primary and secondary sources provided to complete the table below. When you are finished, answer the reflection and guiding questions.

Location	Angel Island	Ellis Island
Primary Source		
Secondary Source		
Reflection		

What might one face when moving to a new place? How can we empathize and assist those who come here from a different place?

CLASSIFIED: ANGEL ISLAND

Class 1

Class 2

Locations to include:

- Immigration Building
- Detention Building
- Prison
- Hospital
- Chapel
- Laundry
- Kitchen
- Barracks
- Gymnasium
- Recreation Building
- Chapel
- Laundry
- Kitchen
- Barracks
- Gymnasium
- Recreation Building

Class 3

1910 - 1940

Immigration Rate

Immigration Rate

Immigration Rate

Class 4

Page Act of 1875: Prohibited any unlawful person from China into the United States (the goal was to suppress racism).

Chinese Exclusion Act of 1882: Prohibited many Chinese laborers from entering the United States. Those who did enter had to go through extensive interrogations.

Immigration Act of 1885: Prohibited those who could not support themselves from entering the United States. - Specifically discriminated against those with a disability and Asian immigrants.

Immigration Act of 1894: Made it more difficult for Asians to enter the United States.

Immigration and Nationality Act of 1906: Did away with many immigration laws that targeted those of Asian nationality, allowing more people from Asia to immigrate to the United States.

Class 5

Class 6

CLASSIFIED: ELLIS ISLAND

Class 1

Class 2

Locations to include:

- Immigration Building
- Detention Building
- Prison
- Hospital
- Chapel
- Laundry
- Kitchen
- Barracks
- Gymnasium
- Recreation Building
- Chapel
- Laundry
- Kitchen
- Barracks
- Gymnasium
- Recreation Building

Class 3

1910 - 1940

Immigration Rate

Immigration Rate

Immigration Rate

Class 4

ELLIS ISLAND IMMIGRANTS COUNTRIES OF ORIGIN 1892-1954

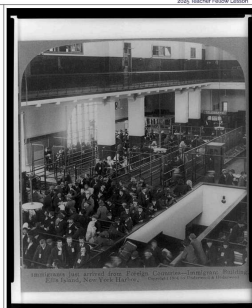
Class 5

CERTIFICATE OF ARRIVAL

Class 6



¹⁰Ellis Island, N.Y. Line Inspection of Arriving Aliens." *National Archives and Records Administration*, <https://catalog.archives.gov/id/1033083>. Accessed 28 May 2020.



¹Immigrants just arrived from foreign countries = Immigrant-birding, Ula Island, New York Natural History Library of Congress (<http://www.nyu.edu/immigrant-birding/2004/04/04/04.html>). Accessed 8 May 2005.

[illegible]

National Risk Service, "Visualisation With R: A National Risk Service, It Is Important to Be Informed", <https://nrs.gov.gov.uk/visualisation-with-r-a-national-risk-service-it-is-important-to-be-informed/>, accessed 25 May 2024.

Case 1	First and second class passengers arriving in New York Harbor were required to undergo the inspection process at Ellis Island. These class passengers received a courtesy passport inspection outside the ship's cabin. If a person could not afford to pay for a second class ticket, they could purchase a third class ticket (usually not listed) to become a public charge (dependent on the government) in America to avoid being deported. The cost of a third class ticket was \$10.00. Passengers on these third class problems were sent to the lowest harbor inspection.	2002, Tedlow, Fashler, and Kahan
Case 2	This scenario was different for that class passengers, commonly referred to as "steering." Third class passengers received a courtesy and passport inspection outside the ship's cabin. After spending a few more weeks in their boats during rough ocean crossings, after the naturally occurring illness, foreign passengers were placed ashore. A very few and brought to Ellis Island for two immediate inspections.	
Case 3	Despite the already apparent as "steered" first class, they may require of immigrants were treated with courtesy. The cost of a third class ticket was \$10.00. Passengers on these third class problems were sent to the lowest harbor inspection.	
Case 4	Only two percent of the arriving immigrants were excluded from entry. The most common reason for exclusion was a disease diagnosis. Immigrants were excluded from entry if they had a contagious disease, a public health, or a legal impediment being concerned that a immigrant would likely become a public charge.	
Source	¹ "Immigration," <i>Encyclopedia of the History of the United States</i>, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553	

Thoreau - History/State of Liberty-Eds Island Foundation, <https://www.stateofliberty.org/eds-island/see-view-history>, Accessed 2 May 2015.

Class Activity 1 | Historical Investigation of Angel and Ellis Island

Name: _____

Learning Target: I can compare Angel Island and Ellis Island using primary and secondary sources.

Directions: Use the primary and secondary sources provided to complete the table below. When you are finished, answer the reflection and guiding question(s).

	Angel Island	Ellis Island
Location:		
Primary Immigration Group:		
What was it like? Use 5 - 7 adjectives to describe the process and/or environment.		

Reflection: If you immigrated to the United States in the early 20th century, which station would you rather be processed through and why? Use at least one piece of evidence from your investigation to support your answer.

What might one face when moving to a new place? How can we empathize and assist those who come here from a different place?

You are a historical detective. You have recently been given two files on early 20th-century immigration. Your job is to investigate and bring to light the true story of United States immigration.

CLASSIFIED: ANGEL ISLAND

Clue 1



Google Maps. "Angel Island." Google, <https://www.google.com/maps?q=angel+island>. Accessed 21 May 2025.



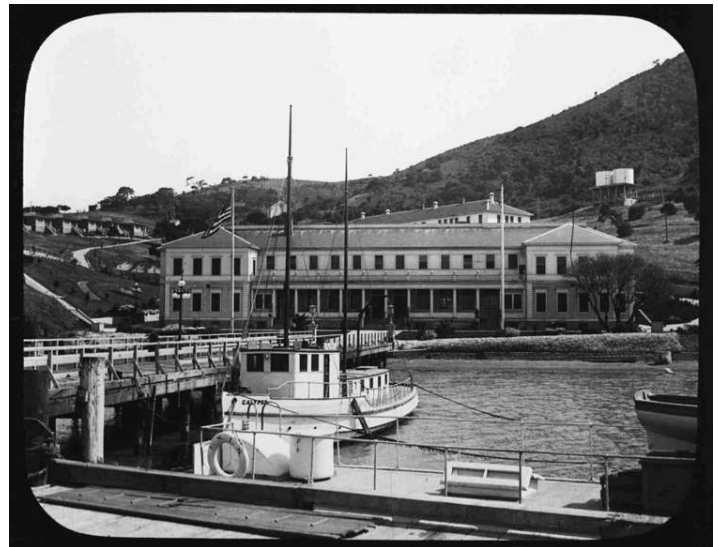
"Angel Island (California)." Wikipedia, Wikimedia Foundation, 17 May 2025, [https://en.wikipedia.org/wiki/Angel_Island_\(California\)](https://en.wikipedia.org/wiki/Angel_Island_(California)). Accessed 21 May 2025.

Clue 2

Location is to include:

- Large office building
- Detention Barracks
- Public Health Hospital
- Power Plant
- Metal fencing to surround the station
- Outdoor Area
- Guard Tower

National Park Service. "U.S. Immigration Station, Angel Island." National Park Service, <https://www.nps.gov/places/u-s-immigration-station-angel-island.htm>. Accessed 21 May 2025.



Angel Island Immigration Station Foundation. "History of Angel Island Immigration Station." AIISF, <https://www.aiisf.org/history>. Accessed 21 May 2025.

Clue 3

1910 - 1940

Immigration Stats

***250,000 Chinese**

***150,000 Japanese**

National Park Service. "U.S. Immigration Station, Angel Island." National Park Service, <https://www.nps.gov/places/u-s-immigration-station-angel-island.htm>. Accessed 21 May 2025.

THE EXCLUSION OF JAPANESE LABOR FROM THE UNITED STATES

The question of the immigration of Japanese labor which has become so serious on the Pacific coast is the most recent phase of the immigration problem of the United States.

Since the passage of the Chinese Exclusion Law in 1884, the Japanese have been pouring into our western states in ever increasing numbers, and filling the place that the Chinese had formerly held in the industries. According to the last census, taken in 1900, there were 86,000 Japa-

National Park Service. "U.S. Immigration Station, Angel Island." National Park Service, <https://www.nps.gov/places/u-s-immigration-station-angel-island.htm>. Accessed 21 May 2025.

Clue 4

Page Act of 1875: Prohibited any unlawful person from China into the United States (the goal was to oppress women)

Chinese Exclusion Act of 1882: Prohibited many Chinese laborers from entering the United States. Those who did enter had to go through extreme interrogations.

Immigration Act of 1882: Prohibited those who could not support themselves from entering the United States. - Specifically discriminated against those with a disability and Asian immigrants.

Gentlemen's Agreement of 1917: Restricted laborers from Japan and Korea from entering the United States.

Immigration Act of 1917: Implemented Literacy Tests and restricted those living in certain parts of Asia from entering the United States

Immigration Act of 1924: Made it more difficult for Asians to enter the United States.

Immigration and Nationality Act of 1965: Did away with many immigration laws that targeted those of Asian nationality, allowing many more people from Asia to immigrate to the United States.

National Archives and Records Administration. "Restricting Immigration from Asia and the Pacific, 1870s to 1950s." *National Archives*, <https://www.archives.gov/research/aapi/immigration>. Accessed 21 May 2025.

Clue 5

National Library of Medicine. "Immigrants being detained at Angel Island Immigration Station, California." *National Library of Medicine*, <http://resource.nlm.nih.gov/101547036>. Accessed 21 May 2025.

ORIGINAL

American Foreign Service
at Kobe, Japan.

NONQUOTA
Immigration Visa

Nonquota <table border="0"> <tr> <td>Relative</td> <td style="text-align: right;">Section 4(a)</td> </tr> <tr> <td>Returning alien</td> <td style="text-align: right;">" 4(b)</td> </tr> <tr> <td>Native of</td> <td style="text-align: right;">" 4(c)</td> </tr> <tr> <td style="text-align: right;">(Country of birth)</td> <td></td> </tr> <tr> <td>Minister or professor</td> <td style="text-align: right;">" 4(d)</td> </tr> <tr> <td>Student</td> <td style="text-align: right;">" 4(e)</td> </tr> <tr> <td>Expatriate</td> <td style="text-align: right;">" 4(f)</td> </tr> </table>	Relative	Section 4(a)	Returning alien	" 4(b)	Native of	" 4(c)	(Country of birth)		Minister or professor	" 4(d)	Student	" 4(e)	Expatriate	" 4(f)	No. 69 Date: April 14, 1936.
Relative	Section 4(a)														
Returning alien	" 4(b)														
Native of	" 4(c)														
(Country of birth)															
Minister or professor	" 4(d)														
Student	" 4(e)														
Expatriate	" 4(f)														

Passport No. **297346**, issued by the
Japanese Foreign Minister
through the **Hyogo Prefectural**
Office on the **30th**
day of **March**, A. D. **1936**, valid,
provided holder departs from
Japan before **September 30, 1936**,
until she returns to Japan.

SEEN:

The Bearer, **Hisayo Nanbu**, who
is of **Japanese** nationality, having
(Citizen or subject)
been seen and examined, is classified as a Nonquota
Immigrant under Subdivision (**f**) of Section 4 of the
Immigration Act of 1924, as amended, and is granted
this Immigration Visa pursuant to the provisions of
said act.

The validity of this Immigration Visa expires on
the **14th** day of **August**
A. D. **1936**.

Walter P. McConaughy
Walter P. McConaughy,
Vice Consul of the
United States of America.

Fee \$9.00. **1675**
Fee No. _____

NOTE.—This Immigration Visa will not entitle the
person to whom issued to enter the United States if,
upon arrival in the United States, he is found to be in-
admissible to the United States under the Immigration
Laws. (Subdivision (g), Section 2, Immigration Act
of 1924.)



Immigrant identification card No.
854531 issued

AMERICAN CONSULATE
APR 14 1936
COBALT
KOBE, JAPAN



Sakovich, Maria. "When the 'Enemy' Landed at Angel Island." *Prologue Magazine*, vol. 41, no. 2, Summer 2009, <https://www.archives.gov/publications/prologue/2009/summer/angel.html>. Accessed 21 May 2025.

Clue 6

Passengers arriving will be screened aboard their ship and separated by nationality. Europeans and first-class passengers will be permitted immediately. Other groups, primarily Asian, will be ferried to Angel Island and given lengthy interrogations and intense medical exams. Some immigrants may be kept for weeks or months until the United States government allows them entry or sends them back to their home country.

Wallenfeldt, Jeff. "Angel Island Immigration Station." *Encyclopaedia Britannica*, <https://www.britannica.com/topic/Angel-Island-Immigration-Station>. Accessed 21 May 2025.

You are a historical detective. You have recently been given two files on early 20th-century immigration. Your job is to investigate and bring to light the true story of United States immigration.

CLASSIFIED: Ellis Island

Clue 1



Google Maps. "Ellis Island." Google, <https://www.google.com/maps?q=ellis+island>. Accessed 21 May 2025.



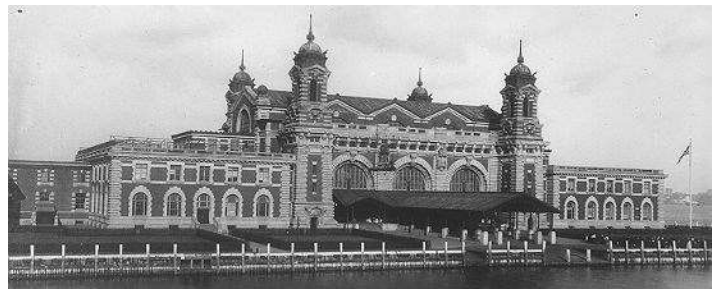
"Ellis Island." Library of Congress, Library of Congress Prints and Photographs Division, 15 May 2025, <https://loc.gov/pictures/resource/highsm.12452/>. Accessed 21 May 2025.

Clue 2

Location is to include:

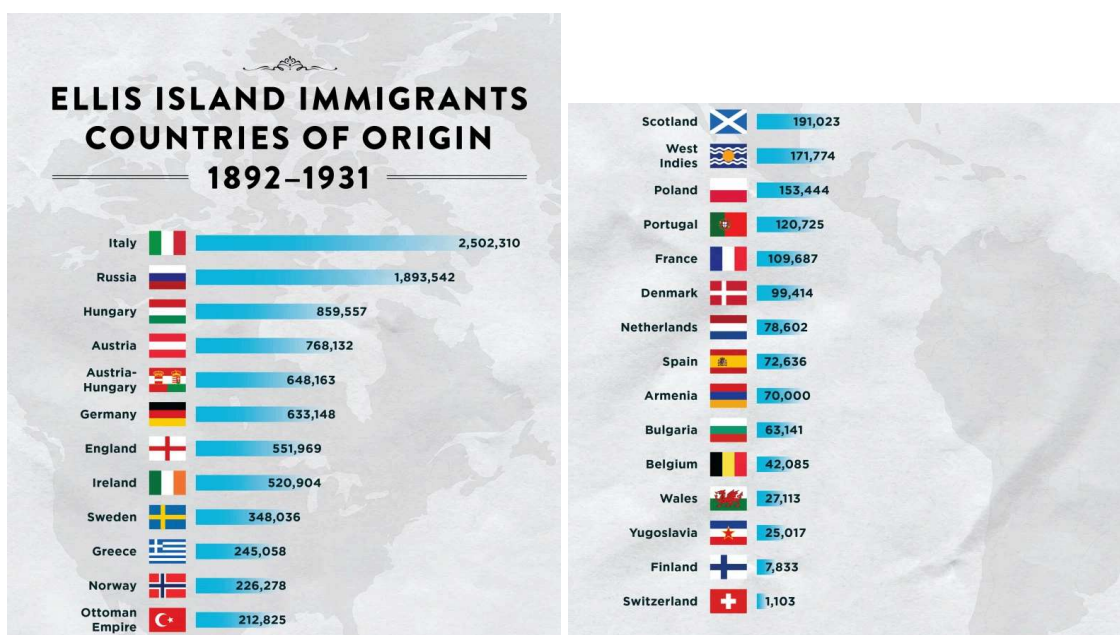
- **Main Immigration Building**
- **Kitchen**
- **Laundry**
- **Powerhouse**
- **Hospital Complex**

National Park Service. "Immigration." Ellis Island, Statue of Liberty National Monument, https://www.nps.gov/elis/learn/historyculture/places_immigration.htm. Accessed 21 May 2025.



National Park Service. "Immigration." Ellis Island, Statue of Liberty National Monument, https://www.nps.gov/elis/learn/historyculture/places_immigration.htm. Accessed 21 May 2025.

Clue 3



Morton, Sunny Jane. "Castle Garden: Immigration Before Ellis Island." *FamilySearch*, 14 July 2018, <https://www.familysearch.org/en/blog/ellis-island-castle-garden-immigration>. Accessed 21 May 2025.

87/1189

**U.S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE**

CERTIFICATE OF ARRIVAL

I HEREBY CERTIFY that the immigration records show that the alien named below arrived at the port, on the date, and in the manner shown, and was lawfully admitted to the United States of America for permanent residence.

Name: _____
 Port of entry: Baltimore, Md.
 Date: March 30, 1907
 Manner of arrival: SS "Hannover" North German Lloyd Line from Bremen, Germany.

I HEREBY CERTIFY that this certificate of arrival is issued under authority of, and in conformity with, the provisions of the Act of June 29, 1906, as amended, solely for the use of the alien herein named and only for naturalization purposes.

IN WITNESS WHEREOF, this Certificate of Arrival is issued.

August 2, 1938
(Date)

Immigration and Naturalization Service
New York, New York.

A. R. ARCHIBALD
District Director, Baltimore District.

Form 140-Imm. U.S. GOVERNMENT PRINTING OFFICE: 1914 11-3231a

Museum of Family History. "Ellis Island Certificate of Admission." Museum of Family History, <https://www.museumoffamilyhistory.com/erc-imm-coa.htm>. Accessed 21 May 2025.

Clue 4



Burke, Myles. "'That Was the Greatest Day of All Our Lives': The Migrants Who Passed Through Ellis Island." *BBC Culture*, 11 Nov. 2024, <https://www.bbc.com/culture/article/20241108-the-migrants-who-passed-through-ellis-island>. Accessed 21 May 2025.



"Overview + History." Statue of Liberty-Ellis Island Foundation, <https://www.statueofliberty.org/ellis-island/overview-history/>. Accessed 21 May 2025.

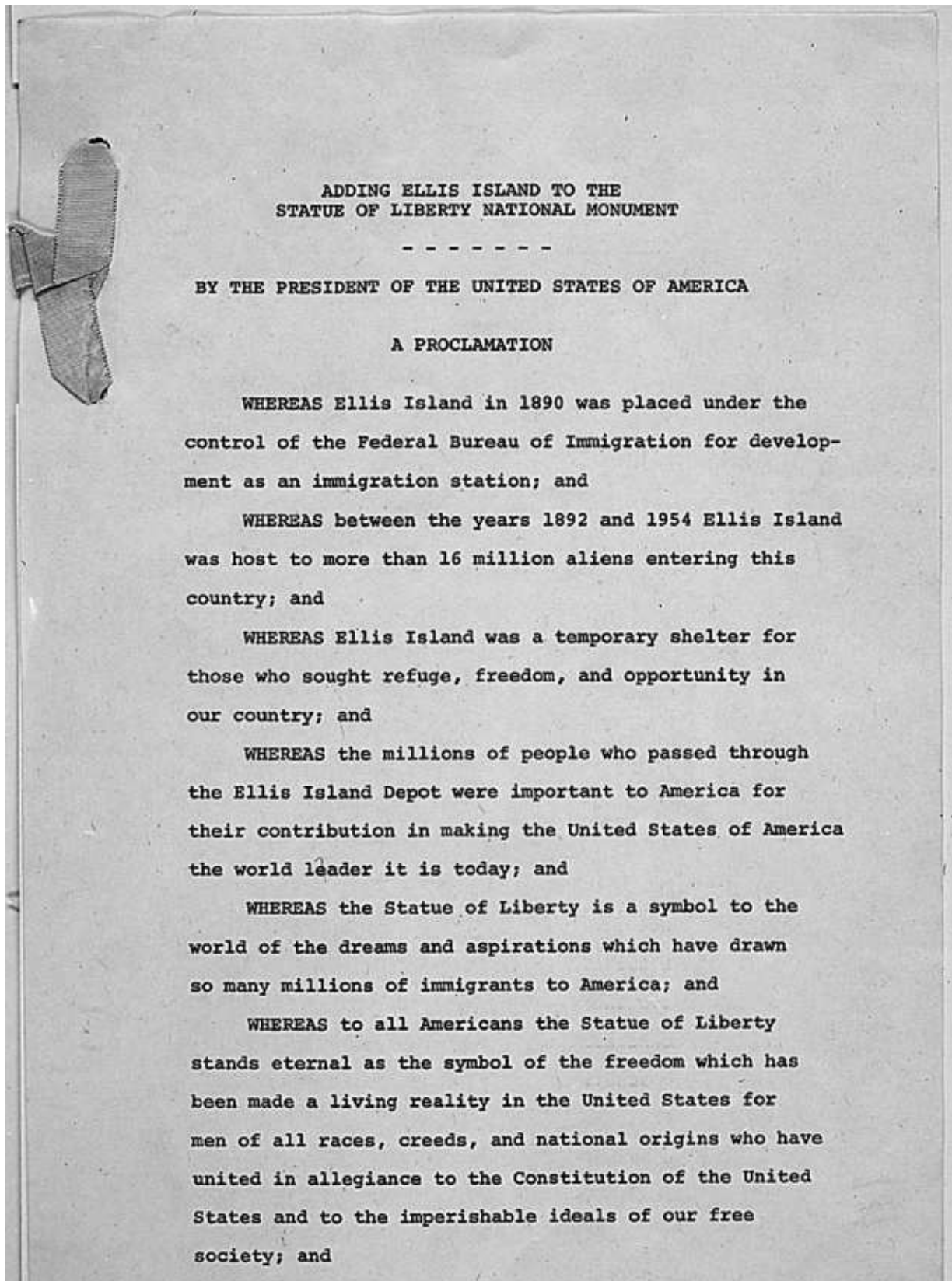


"Ellis Island, N.Y. Line Inspection of Arriving Aliens." National Archives and Records Administration, <https://catalog.archives.gov/id/6116683>. Accessed 21 May 2025.



"Immigrants just arrived from foreign countries - Immigrant Building, Ellis Island, New York Harbor." Library of Congress, <https://www.loc.gov/resource/cph.3a17784/>. Accessed 21 May 2025.

Clue 5



National Park Service. "Proclamation 3656 Page 1." National Park Service, U.S. Department of the Interior, <https://home.nps.gov/media/photo/gallery.htm?pg=3795842&id=357EF50A-I55D-451F-670EA43C29D6C0A4>. Accessed 21 May 2025.

Clue 6

First and second class passengers arriving in New York Harbor were not required to undergo the inspection process at Ellis Island. Instead, these passengers received a cursory (quick) inspection aboard the ship; the theory being that if a person could afford to purchase a first or second class ticket they were affluent (wealthy) and less likely to become a public charge (dependent on the government) in America due to medical or legal reasons. However, regardless of class, sick passengers or those with legal problems were sent to Ellis Island for further inspection.

This scenario was far different for third class passengers, commonly referred to as “steerage.” These immigrants traveled in crowded and often unsanitary conditions near the bottom of steamships, often spending up to two weeks seasick in their bunks during rough Atlantic Ocean crossings. After the steamship arrived in the Harbor, steerage passengers would be placed aboard a ferry or barge and brought to Ellis Island for their detailed inspection.

Despite the island’s reputation as an “Island of Tears” the vast majority of immigrants were treated with courtesy and respect, free to begin their new lives in America after only a few short hours on Ellis Island. Only two percent of the arriving immigrants were excluded from entry. The most common reasons for exclusion were a doctor diagnosing an immigrant with a contagious disease that could endanger the public health, or a legal inspector being concerned that an immigrant would likely become a public charge...”

"Overview + History." *Statue of Liberty-Ellis Island Foundation*, <https://www.statueofliberty.org/ellis-island/overview-history/>. Accessed 21 May 2025.

CLASS ACTIVITY 2 | The Impact of the Bombing of Pearl Harbor**FOCUS:**

Students will participate in a gallery walk of photos, quotes, and videos surrounding the bombing of Pearl Harbor. They will jot down notes on the [timeline graphic organizer](#) and share their perspective of the event to connect previous learning of Angel and Ellis Island to WWII and the bombing of Pearl Harbor.

INSTRUCTION

- Students will participate in a timeline of events gallery walk to connect previous learning of Angel and Ellis Island to WWII and the bombing of Pearl Harbor.
- Instruct students to fill out their [timeline graphic organizer](#) as they view the [photos, documents, and videos](#) of the events before, during, and after the bombing of Pearl Harbor.
- Post activity share: Afterwards, pull up the digital images of each source and have students share their perspective of the event.

NOTES

- Before the lesson, print the gallery walk images and documents and post them around the classroom or in the hallway.
- Have a plan for showing the two videos before the gallery walk.

SUGGESTIONS

- To view the two videos, you can do one of the following:
 - ◆ Link the videos on a learning platform (Google Classroom, Canvas, etc) for students to view independently with headphones as a part of the gallery walk.
 - ◆ Show the two videos to the class as a whole before they independently view the other photos and documents.
 - ◆ Show one video at the beginning of the gallery walk and the other at the end.
 - ◆ Set up a device or two for the students to view the videos as a part of the gallery walk.
- The artifacts can also be put into a Google Slides presentation, and students can explore independently from their devices.
- Post activity share:
 - ◆ Consider using one of the following strategies for sharing:
 - [Turn and Talk](#)
 - [Back to Back, Face to Face](#)
 - [Round Robin](#)

ACTIVITY SOURCES PREVIEW

Class Activity 2 | The Impact of the Bombing of Pearl Harbor

2025 Teacher Fellow Lesson

Learning Target: I can identify the impact the bombing of Pearl Harbor had on the United States.

Artifact	Location/Year	What do you notice or feel for?	What do you think is happening?	What questions do you have?
----------	---------------	---------------------------------	---------------------------------	-----------------------------

Question	Locustville, Ohio	What do you think of about your community?	What do you think of about your community and why do you think that?	What do you think of about the world?
1				
2				
3				
4				
5				

2025 Teacher Fellow Lesson

Activity	Learning Year	What do you realize or read of the description?	What do you think is happening and why do you think that?	What questions do you have about this activity?
6				
7				
8				
9				
10				
11				
12				

Artifact 1 - Angel Island, California, 1917

2004 Teacher Fellow Lesson



Artifact 2 - Oregon, 1920
 Excerpt from "Japanese Americans in Oregon"



Artifact 3 - Pearl Harbor, Hawaii - October, 1941

2025 Teacher Fellow Lesson



Artifact 4 - Pearl Harbor, Hawaii - December, 1941

2009 Teacher Fellow Lesson



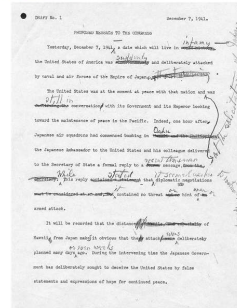
Artifact 5 - Pearl Harbor, Hawaii - December 1941

2016 Teacher Fellow Lesson



Artifact 6 - Washington, DC, 1941

© 2000 Taylor & Francis Ltd.



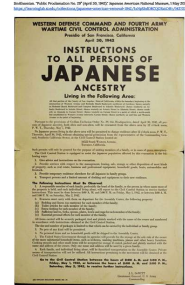
Artifact 7 - Columbus, Ohio 1941

2015 Teacher Fellow Lesson



Artifact 8 - San Francisco, California 1942

2025 Teacher Fellow Lesson



Artifact 9 - Oakland, California 1942

2025 Teacher Fellow Lesson



Artifact 10 - San Pedro, California 1942

2005 Teacher Fellow Lesson



Artifact 11 - Central California 1942

2024 Teacher Fellow Lesson



Artifact 12 - United States 1942 - 1946

2025 Teacher Fellow Lesson



Class Activity 2 | The Impact of the Bombing of Pearl Harbor

Name: _____

Learning Target: I can identify the impact the bombing of Pearl Harbor had on the United States.

Directions: As you walk through the timeline gallery, answer the questions for each artifact in complete sentences.

Artifact	Location/Year	What do you notice or see? (be descriptive)	What do you think is happening, and why do you think that?	What question(s) do you have about this artifact?
1				
2				
3				
4				
5				

Artifact	Location/Year	What do you notice or see? (be descriptive)	What do you think is happening, and why do you think that?	What question(s) do you have about this artifact?
6				
7				
8				
9				
10				
11				
12				

Artifact 1 - Angel Island, California, 1917

Sakovich, Maria. "When the 'Enemy' Landed at Angel Island." *Prologue Magazine*, vol. 41, no. 2, Summer 2009, pp. 26-33, <https://www.archives.gov/publications/prologue/2009/summer/angel.html>. Accessed 21 May 2025.



Artifact 2 - Oregon, 1920

Katagiri, George. "Japanese Americans in Oregon." *The Oregon Encyclopedia*, Oregon Historical Society, 28 Mar. 2025, https://www.oregonencyclopedia.org/articles/japanese_americans_in_oregon_immigrants_from_the_west/. Accessed 21 May 2025.



Artifact 3 - Pearl Harbor, Hawaii - October, 1941

National Museum of the U.S. Navy. "Before the Attack." Naval History and Heritage Command, U.S. Department of the Navy, <https://www.history.navy.mil/content/history/museums/nmusn/explore/photography/wwii/wwii-pacific/us-entry-into-wwii-japanese-offensive/1941-december-7-japanese-attack-on-pearl-harbor/before-the-attack.html>. Accessed 21 May 2025.



Artifact 4 - Pearl Harbor, Hawaii - December, 1941

"Pearl Harbor, taken by surprise, during the Japanese aerial attack. Wreckage at Naval Air Station, Pearl Harbor." National Archives and Records Administration, <https://catalog.archives.gov/id/520595>. Accessed 21 May 2025.



Artifact 5 - Pearl Harbor, Hawaii - December 1941

The Attack on Pearl Harbor



Artifact 6 - Washington, DC, 1941

"Annotated Draft of Proposed Message to Congress Requesting Declaration of War Against Japan." National Archives and Records Administration, <https://catalog.archives.gov/id/593345>. Accessed 21 May 2025.

DRAFT No. 1

December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in ^{infamy} ~~world history~~
the United States of America was ^{suddenly} ~~simultaneously~~ and deliberately attacked
by naval and air forces of the Empire of Japan, ~~with great loss of life and property~~.

The United States was at the moment at peace with that nation and was
~~continuing the~~ ^{still in} conversations with its Government and its Emperor looking

toward the maintenance of peace in the Pacific. Indeed, one hour after,

Japanese air squadrons had commenced bombing in ^{Oahu} ~~Hawaii~~ and the Philippines.

The Japanese Ambassador to the United States and his colleague delivered

to the Secretary of State a formal reply to a ^{recent American} ~~former~~ message, ~~from the~~

^{While} ~~secretary.~~ ^{started} This reply ~~contained a statement~~ ^{it seemed useless to continue to} that diplomatic negotiations

must be considered at an end, ^{it} ~~but~~ contained no threat ^{or} ~~and~~ hint of ^{war or} ~~an~~

armed attack.

It will be recorded that the distance ^{from} ~~of Manila~~ and especially of
Hawaii, from Japan make ^{it} ~~it~~ obvious that the ^{was} ~~attack~~ ~~from~~ deliberately

^{or some weeks} planned many days ago. During the intervening time the Japanese Govern-
ment has deliberately sought to deceive the United States by false

statements and expressions of hope for continued peace.

Get for solicitation of Japan
to continue to 2/15/42

Artifact 7 - Columbus, Ohio 1941

"Hot off the Press: U.S. Declares War on Japan Dec. 7, 1941." The Columbus Dispatch, 5 Dec. 2021,

<https://www.dispatch.com/story/news/2021/12/05/hot-off-press-u-s-declares-war-japan-dec-7-1941/8814764002/>. Accessed 21 May 2025.

THE WEATHER
Occasional light snow and
colder tonight and
Tuesday.
Today's low, 31, at 2 a. m.

Columbus Evening Dispatch

OHIO'S GREATEST HOME DAILY

Wirephotos
Associated Press
International
News Service

VOL. 71, NO. 161. ***-X
Telephone—Main 1234
COLUMBUS, OHIO, MONDAY, DECEMBER 8, 1941
30 PAGES
PRICE THREE CENTS

U. S. DECLARES WAR AGAINST JAPANESE

3000 Casualties In Hawaii; Navy Given Hard Blow

(By The Associated Press)

The White House acknowledged today a bloody toll of 3000 killed and wounded in the Japanese attack on Honolulu — about half of them fatalities—as the battle of Hawaii continued and Imperial Tokyo headquarters claimed smashing naval and air victories over the United States.

Great Britain formally declared war on Japan, and mighty forces of the U. S. fleet were reported combing the waters of the

Youths Hurry to Enlist In Navy to Fight Against Japs



Congress Speeds Action Following Roosevelt Plea

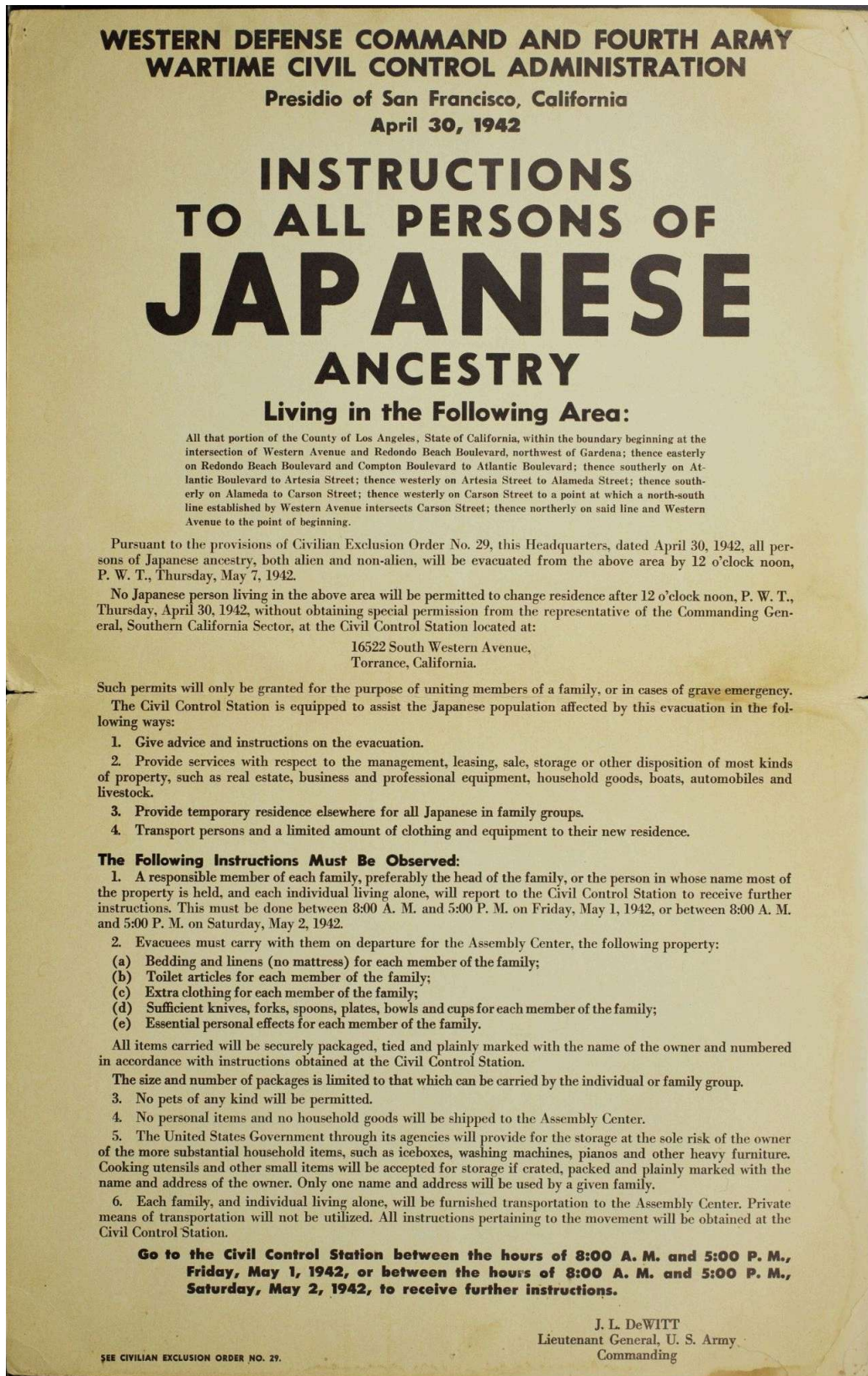
BULLETIN

WASHINGTON, DEC. 8. — (AP) — The United States, through its congress, declared war today on Japan.

Overwhelmingly, and with the greatest unity shown in many a day on Capitol Hill, the senate and house backed President Roosevelt's plea for action.

Artifact 8 - San Francisco, California 1942

Smithsonian. "Public Proclamation No. 29" (April 30, 1942)." Japanese American National Museum, 1 May 2024, <https://learninglab.si.edu/collections/japanese-american-removal-1942/1xNpXbdD8CQGzrO#r/1427376>. Accessed 21 May 2025.



Artifact 9 - Oakland, California 1942

Lange, Dorothea. Oakland, Calif., Mar. 1942. A large sign reading 'I am an American' placed in the window of a store, at [401 - 403 Eighth] and Franklin streets, on December 8, the day after Pearl Harbor. 1942, Library of Congress, <https://www.loc.gov/pictures/resource/cph.3a24566/>. Accessed 21 May 2025.



Artifact 10 - San Pedro, California 1942

Albers, Clem. "San Pedro, California. Trucks Were Jammed High with Suitcases, Blankets, Household Equipment, Garde..." National Archives and Records Administration. <https://catalog.archives.gov/id/536782>. Accessed November 25, 2025.



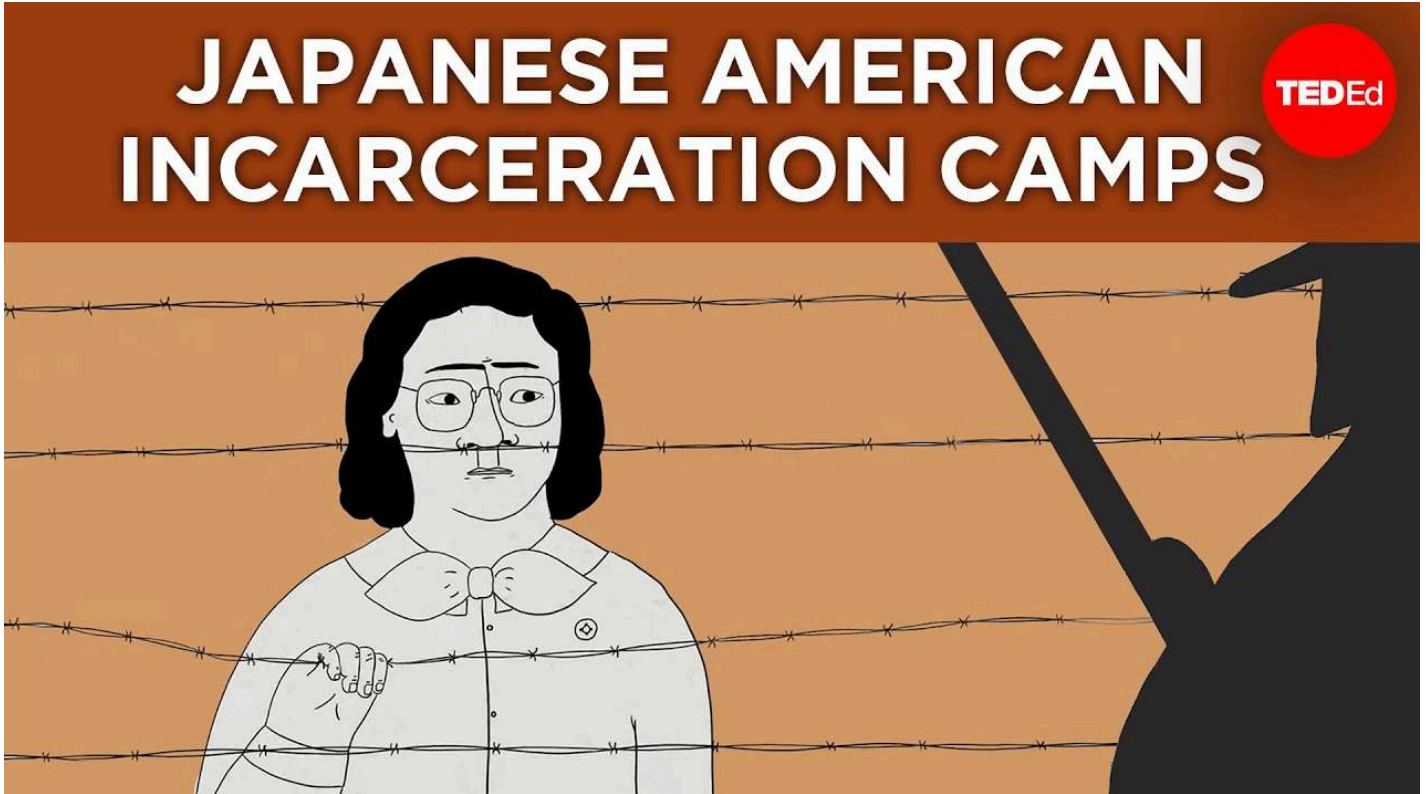
Artifact 11 - Central California 1942

Adams, Ansel. "Manzanar street scene, winter, Manzanar Relocation Center." Library of Congress. <https://www.loc.gov/resource/ppprs.00283/>. Accessed 21 May 2025.



Artifact 12 - United States 1942 - 1946

 **Ugly History: Japanese American incarceration camps - Densho**



CLASS ACTIVITY 3 | Despite my Country, I fight for my Country...

FOCUS:

Students will close-read two stories from Japanese-American soldiers who fought on the Allied side during WWII, after the bombing of Pearl Harbor. They will compare the stories and then identify specific characteristics these soldiers had that later led to them being awarded the Medal of Honor.

INSTRUCTION

- Give each student the [Story of Daniel Inouye](#).
- Print the instructions page for each table or pair of students to share.
- Close read the first article with the students. Instruct the students to annotate with you as you demonstrate how to close read a text.
- Instruct the students to take out a sticky note and follow the directions on their instruction page.
 - ◆ Students will identify one of the Medal of Honor characteristics for Daniel Inouye and write it down on a sticky note with textual evidence from the story.
 - ◆ Students will then post their sticky notes on the [printed-out characteristics](#) taped around the room (these can also be written on anchor charts).
- Have the students independently choose one of the other [two stories](#) to read, annotate, and answer the comprehension and reflection questions.
- Instruct the students to follow the instructions on their instruction page again.
 - ◆ Students will repeat the sticky note activity with the second story.
- After the students have posted their sticky notes, share a few of what they have written on them.
- Give each student a reflection guide.
 - ◆ Students will put a star, heart, or smiley face beside the Medal of Honor qualities of character they feel they are strong in.
 - ◆ Students will circle Medal of Honor characteristics that they would like to work on in themselves.
 - ◆ Students will then write a short paragraph answering the following guiding question: *How can the characteristics of the Medal of Honor help you do hard things when other factors are working against you?*

NOTES

- Print enough copies of the three stories for the entire class.
- Print or write the 6 Medal of Honor characteristics on paper and post them around the room. These can also be written on anchor charts.
- Print enough reflection guides for each student.

SUGGESTIONS

- Before the activity, you may want to discuss the definition and/or give an example of each Medal of Honor characteristic.
- A discussion about discrimination, segregation, and racism may need to take place before activity.
- For the stories that are not chosen, save these in a file for next year instead of throwing them away to save paper and ink.
- [How to do a close read with elementary students](#)

Class Activity 3 | "I AM AN AMERICAN" → Japanese-Americans fight for the US

Name: _____

Learning Target: I can analyze two different accounts of Japanese-American soldiers before and after the bombing of Pearl Harbor.

Directions:

TEXT 1

1. Read and annotate the story of Daniel Inouye with your teacher.
2. After you have read and annotated, take out one sticky note.
 - a. On top of the sticky note, write Daniel Inouye's name.
 - b. Identify one Medal of Honor characteristic that Daniel Inouye displayed fighting the Axis Powers during WWII, and write it down under his name on your sticky note.
 - c. Jot down supporting evidence from your text under the characteristic.
3. Stick your note to the quality you chose.

TEXT 2

1. Choose to read about Sadao Munemori OR William Kenzo.
 - a. As you read your chosen story, annotate and answer the questions.
2. After you have read, annotated, and answered the questions, take out another sticky note.
 - a. On top of the sticky note, write the name of the person you just read about.
 - b. Identify one Medal of Honor characteristic that the person displayed fighting the Axis Powers during WWII, and write it down under his name on your sticky note.
 - c. Jot down supporting evidence from your text under the quality.
3. Stick your note to the characteristic you chose.

EXAMPLE	
Sticky Note 1	Sticky Note 2
Daniel Inouye Courage "TEXTUAL EVIDENCE TO SUPPORT HOW HE SHOWED COURAGE"	Sadao Munemori OR William Kenzo Integrity "TEXTUAL EVIDENCE TO SUPPORT HOW HE SHOWED COURAGE"

Name: _____

Reflect

Directions:

1. Put a star, smiley face, or heart beside the Medal of Honor characteristics you feel you are strong in.
2. Circle the Medal of Honor characteristics you feel like you would like to work on in yourself.

COURAGE Persevering in worthy endeavors despite fear.	SACRIFICE Giving of ourselves in the service of others.	PATRIOTISM Devoting our loyalty and love to our country, including working to make it better.
CITIZENSHIP Actively participating in our democracy and in our community.	INTEGRITY Being honest, keeping our word, and doing what is right, even when no one is watching.	COMMITMENT Devoting time, energy, or resources to causes in which we believe.

3. Use complete sentences to write a paragraph in response to the following guiding question:

How can the characteristics of the Medal of Honor help you do hard things when other factors are working against you?

[illegible]

COUREGE

SACRIFIC

PATRIOTISM

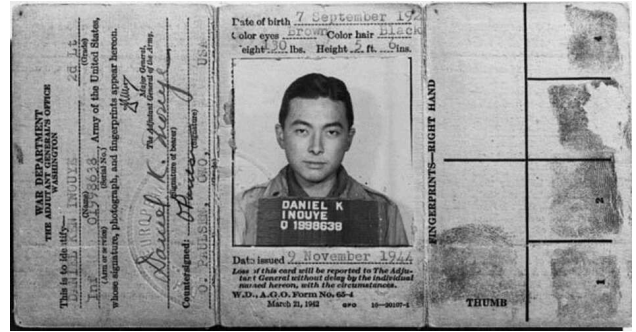
CITIZENSHIP

INTRO

COMMITMENT

Daniel Inouye

Daniel Inouye, the son of a Japanese immigrant, was born in Hawaii, September 7, 1924. He was a seventeen-year-old high school senior on December 7, 1941, and witnessed firsthand the Japanese attack on Pearl Harbor. As a Red Cross volunteer, he helped tend to the many civilian casualties in his neighborhood.



Like all Japanese Americans, Inouye was declared an "enemy alien," unfit for military service, soon after America entered the war. After graduating from high school, he began pre-medical studies at the University of Hawaii in the fall of 1942. But when the government reversed its policy on Japanese Americans serving, he volunteered for the new all Japanese American 442nd Regimental Combat Team. He left home in March of 1943 and was sent to Mississippi for training. He was assigned to E Company, 2nd Battalion.



In the late spring of 1944, he was promoted to Sergeant. Along with the rest of his unit, he arrived in Italy just before the liberation of Rome. On his first day of action, June 26, his unit came under an artillery barrage, and his captain was killed; Inouye was the only squad leader not hurt that day. For the next three months, Inouye led his men against the German Army north of Rome. In October, he and the 442nd were sent to the Vosges Mountains of southern France.

In October of 1944, Inouye was taken off the line to receive a battlefield commission, becoming the youngest officer in his regiment. He rejoined his company on November 6, 1944, a few days after the Lost Battalion campaign. His platoon of 20 men now had only 11, including him. E Company, which normally consisted of 197 men, now included only 40.

After a few months of rest and rebuilding, Inouye and his unit were sent back to Northern Italy and attached to the 92nd Infantry Division. On April 21, 1945, with

the war in Europe in its final days, they were given orders to attack a heavily defended ridge, Colle Musatello. As he led his men up the slope, three machine gun nests began firing at them, and Inouye was hit in the abdomen. He continued to lead his men up the slope, hurled a grenade to knock out the first machine gun nest, then killed its crew with his Tommy gun. He silenced the next gun with two more grenades. As he pulled the pin on yet another and got ready to throw it into the third machine gun nest, German shrapnel nearly severed Inouye's right arm. Somehow, with his left hand, he pried his dead fingers from the live grenade and threw it, then started up the hill again. He was hit again in the leg and tumbled down the hillside.

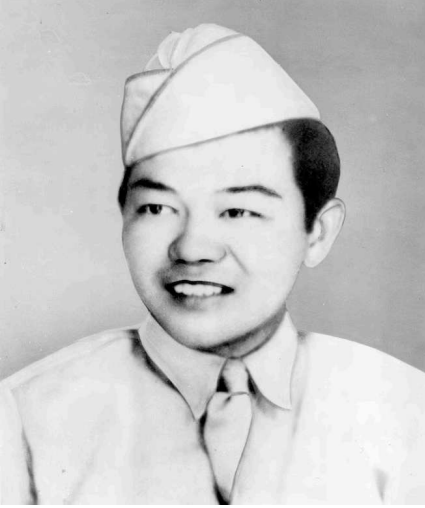
At the aid station, Inouye was given morphine - so much morphine that when surgeons at a field hospital began to amputate his shattered arm, he had to endure it without anesthetic. For his heroism under fire, Daniel Inouye would receive the Medal of Honor. It was granted to him 55 years later, during his sixth term as a United States Senator from Hawaii.



*Modified by Haleigh Van Allen for elementary students

"Daniel Inouye." PBS, Public Broadcasting Service, www.pbs.org/kenburns/the-war/daniel-inouye. Accessed 4 May 2025.

Sadao Munemori



During World War II, everyone who identified as American wanted to fight for the U.S. — including Japanese-Americans, who were **initially** denied entry into the military due to wartime prejudice. Eventually, they were allowed to enlist, and many fought in a unit that became one of the most decorated in history. Army Pfc. Sadao Munemori was one of them.

Munemori's parents emigrated from Hiroshima, Japan, in the early 1900s. Born Aug. 17, 1922, Munemori was the fourth of five children who grew up in the Glendale area of Los Angeles County; his family called him "Spud" because he preferred potatoes to rice.

Munemori faced some tough realities early in life. As a teen, he tried to go to a public swimming pool with a friend, but he was turned away because he was Japanese. Then, his father died when he was 16.

After graduating from high school in 1940, Munemori worked as a mechanic until enlisting in the Army in November 1941 — one month before the Japanese attacked Pearl Harbor. After the attack, the anti-Asian **sentiment** finally erupted. Three months after Munemori enlisted, his family was relocated to an inland internment camp — along with about 120,000 other West Coast Japanese-Americans.

Before leaving for boot camp in May 1943, Munemori visited his family at the internment camp. It was the last time they would see him.

About a year later, the young soldier joined the 100th

Infantry Battalion on the beachheads of Anzio, Italy. In August 1944, as the Allies took Rome, the battalion was **absorbed into** the larger 442nd Regimental Combat Team.



In April 1945, the 100th had a new mission — to break through the Gothic Line along the sheer cliffs of the Apennine Mountains. The natural barrier was the final German defensive line in northern Italy that had kept Allied forces **at bay** for months.

Munemori's unit, Company A, decided to move at night to surprise the enemy on April 5 near Seravezza, Italy. By dawn, they'd made it to the top of the mountain **undetected**.

Shortly after they attacked, the unit was pinned down by the enemy's strong defenses. When their squad leader was wounded, Munemori took over. He attacked the men firing on them and single-handedly knocked out two machine guns with grenades.



The enemy fire was intense, though, so the unit began to withdraw. Munemori had almost made it to a shell crater where two of his men were hiding when a live grenade bounced off his helmet and into the ditch toward his **comrades**. Without hesitation, Munemori dove onto the explosive to protect the other two soldiers. It went off, killing Munemori, who was two weeks **shy of** his 23rd birthday.

He was **initially** awarded a **posthumous** Distinguished Service Cross for his bravery, but that was upgraded to the Medal of Honor. On March 13, 1946, the medal was presented to his mother at Fort MacArthur, California, where he had begun his service. He became the first Japanese-American to earn the nation's highest award for valor.

Glossary

sentiment: feeling or emotion

absorbed into: joined or merged

at bay: prevented from moving closer

undetected: not noticed

comrades: a close friend

shy of: a little less than

initially: the first time something happens

posthumous: awarded after death

*Modified by Haleigh Van Allen for elementary students

"Medal of Honor Monday: Army Pfc. Sadao Munemori." U.S. Department of Defense, www.defense.gov/News/Feature-Stories/story/Article/2586993/medal-of-honor-monday-army-pfc-sadao-munemori/. Accessed 4 May 2025.

William Kenzo Nakamura



William's parents settled in Seattle's Japantown, where he was born in 1922. He attended Washington Middle School and graduated from Garfield High School. He later attended the University of Washington.

During WWII, after the bombing of Pearl Harbor, William, his two sisters, brother, and father were sent to Minidoka War Relocation Center, a Japanese internment camp in Jerome County, Idaho. Behind the wire fence, he decided to volunteer to serve America.

William served as part of the all-Nisei (second-generation Japanese-American) 442nd Regimental Combat Team. The 14,000-member unit later earned the title of the most decorated unit in United States Military history.

Private First Class William K. Nakamura and his unit were sent to Italy to fight Nazis. On July 4, 1944, his platoon became pinned down by enemy machine gun fire from a concealed position. William crawled 20 yards toward the enemy's nest with fire from the machine gun barely missing him. With only 15 yards from the nest, he quickly raised himself to a kneeling position and threw four hand grenades. He killed or wounded at least three Nazis and silenced the enemy weapon.

Later, his platoon was ordered to withdraw from the crest of the hill, but William remained in position to cover his comrades as they withdrew. While withdrawing, they became pinned down, again, by deadly machine gun fire from the enemy. William quickly crawled to a point where he could fire on the Nazis and fired his weapon to pin them down. His platoon finally made it to safety. First Class Nakamura was killed during this heroic stand.

He was awarded a **posthumous** Medal of Honor for extraordinary heroism and devotion to duty.

Glossary

posthumous: awarded after death

*Modified by Haleigh Van Allen for elementary students

"William Kenzo Nakamura: World War II: U.S. Army: Medal of Honor Recipient." Congressional Medal of Honor Society, www.cmohs.org/recipients/william-k-nakamura. Accessed 18 May 2025.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Additional Comments: