

## History Social-Science & Visual Arts Focus Lessons

### Stamp Our Story: *The Go For Broke Soldiers Stamp*

*Digital Curriculum Guide Grades 3rd - 6th*



This document contains lessons on the themes of **perseverance**, **patriotism** and **service** by telling the story of the Japanese American men and women who served in the U.S. military during World War II, even though their families and community members were unjustly incarcerated on American soil.

#### **Step 1: Essential Questions** (Review with students each day during this unit.)

- What personal qualities can help a person persevere through difficulties?
- What does it mean to be an American?
- Upper Grade: Why are service and civic engagement important to the functioning of a democracy?

#### **Step 2: What were Incarceration Camps?** (Background Information)

[Slideshow in English](#) & [Script for Teachers to Read](#)

[Slideshow in Spanish](#)

**Step 3: Stamp Our Story** The story of the Japanese American men and women who served in the US Military during WW2 and their commemorative postal stamp.

[Slideshow in English](#) & [Script for Teachers to Read](#)

[Slideshow in Spanish](#)

[Video Interview with Mr. Don Miyada](#), 100th/442nd Go For Broke Veteran

#### Step 4: Art Lessons

**Art Lesson Option 1** **AESD@home Video-** [Here is the video.](#) Follow along and learn how to create your own unique postage stamp that expresses perseverance, patriotism, or service. Materials Needed: white paper, pencil, straightedge or ruler, something to color with.

**Art Lesson Option 2** **“Soldier Silhouette”** Before the Art- Use a Circle Map to brainstorm a list of motivational phrases and people. [Print Out the Stamp.](#) Students cut out the silhouette of the soldier from the stamp and glue it on a blank piece of paper. Fill in the negative space (background) with motivational phrases or names of people that were written on the circle map. Students may wish to create a colorful background behind the silhouette.

#### Step 5: Self-Reflection Activities (Final Activity)

[Reflection by Grade Spans](#) (English)

[Reflection by Grade Spans](#) (Spanish)

#### Additional Resources:

Relevant Books

- [A Place Where Sunflowers Grow](#) by Amy Lee-Tai
- [Welcome Home Swallows](#) by Marlene Shigekawa
- [Journey of Heroes](#) by Stacy Hayashi

Vocabulary Note for Teachers

- The term, “incarceration camp,” is preferred by the academic community instead of the word, “internment camp.” The term “forced removal” is preferred over “evacuation.” Please see the Densho page on terminology for more:

<https://densho.org/terminology/>. Densho goes into more detail about the language around the experiences of Japanese Americans during the war. [Photos from Jerome, Arkansas Internment Camp](#) and Loyalty Oath Document signed by Bill Yamamoto

For more information, visit the [Stamp Our Story](#) website, or the [The Japanese American National Museum](#)(JANM) website.