



Dear Educator,

Thank you for bringing your class to visit GFBNEC's *Defining Courage Exhibition*. This exhibition is designed for grades 5 and up. This education guide offers a very brief introduction to the Japanese American WWII experience. If you are looking for more information and background, I urge you look at our resource list.

This education packet contains a terminology guide, pre-lesson plan, and post-lesson plan. The lesson plans are both designed to last one class period. Because of the different grade levels and State Social Studies and History Standards, the pre and post- lesson plans are aimed at Common Core Language Arts Standards.

*Defining Courage* chronicles the story of the Japanese American World War II experience through a contemporary lens. The exhibition explores the concept of courage through the lives of the young Japanese Americans of World War II, and asks modern visitors to act with similar courage in their own lives.

The Go For Broke National Education Center (GFBNEC) is a 501(c)(3) nonprofit organization that educates the public on the valor of Japanese American veterans of World War II and their contributions to democracy. Our goal is to inspire new generations to embody the Nisei veterans' core values of courage, sacrifice, equality, humility and patriotism. Founded in 1989, GFBNEC maintains the Go For Broke Monument and the interactive GFBNEC's *Defining Courage Exhibition* downtown Los Angeles, as well as extensive oral histories and archives, education and training programs, and other initiatives. For more information, please visit [www.goforbroke.org](http://www.goforbroke.org), email [esoldier@goforbroke.org](mailto:esoldier@goforbroke.org) or call (310) 328-0907.

Thank you for visiting our *Defining Courage Exhibition*.

Sincerely,

A handwritten signature in blue ink that reads "Mitchell T. Maki". The signature is written in a cursive style.

Mitchell T. Maki, Ph.D.  
President and CEO

## Background and Terminology

The incarceration of Japanese Americans living on the West Coast of the mainland United States during World War II was a wholesale denial of civil rights. Approximately 110,000 Japanese Americans, two-thirds of whom were American citizens by birth, were forced from their homes for no reason other than their ancestry.

On February 19, 1942, President Roosevelt issued Executive Order 9066, which paved the way for the removal of Japanese Americans from the West Coast. Executive Order 9066 did not specifically mention Japanese Americans; it instead gave the Secretary of War and his commanders the power “to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded.” Executive Order 9066, however, was quickly used to incarcerate individuals of Japanese ancestry, with no evidence of crimes having been committed and without due process.

Japanese Americans were given between a few days and a few weeks to pack what they could carry and sell or store the rest. They then boarded buses that took them first to **temporary detention facilities**, referred to as “**assembly centers**,” where they would be held until more permanent camps, in unknown locations, were completed.

Officials relied on a vocabulary of euphemistic language to describe the incarceration of Japanese Americans. It included many less-than-accurate terms that masked the unconstitutionality and trauma of the mass removal. For example, **U.S. citizens** were referred to as “**non-alien**,” which obscured their legal status. Individuals and families were “**evacuated**,” not **excluded** from the areas that had been their homes (“evacuate” being a term usually applied to removing residents to ensure their safety). The **American concentration camps** or **incarceration camps** that imprisoned Japanese Americans were called “**internment camps**” (a term for a camp that specifically holds non-citizens) or “**relocation centers**.”

In GFBNEC’s *Defining Courage Exhibition*, we use the term “incarceration camp” and “concentration camps.” As you discuss the exhibition with your class, you may find it appropriate to talk about the importance of accurate language. For more information about the World War II Japanese American experience, the euphemisms used to describe it, more accurate terms, and the reasons for this terminology, please see the following resources:

## Resources



[www.goforbroke.org](http://www.goforbroke.org)

In addition to creating this exhibition, Go For Broke National Education Center (GFBNEC) is a 501(c)(3) nonprofit organization that educates the public on the valor of Japanese American veterans of World War II and their contributions to democracy. Our goal is to inspire new generations to embody the Nisei veterans' core values of courage, sacrifice, equality, humility and patriotism. Founded in 1989, GFBNEC maintains the Go For Broke Monument and the interactive GFBNEC's "Defining Courage Exhibition" in downtown Los Angeles, as well as extensive oral histories and archives, education and training programs, and other initiatives.

Go For Broke National Education Center's website offer's resources on Japanese American veterans of WWII including time lines, description of units, a list of more resources and the Hanashi Oral History program, comprising over 1,200 oral histories from Japanese American WWII veterans.



Densho is a nonprofit organization started in 1996, with the initial goal of documenting oral histories from Japanese Americans who were incarcerated during World War II.

The Densho website offers a detailed history of Japanese Americans during WWII, oral histories and an online course detailing the incarceration experience, including teaching strategies.



<http://www.janm.org/>

The mission of the Japanese American National Museum (JANM) is to promote understanding and appreciation of America's ethnic and cultural diversity by sharing the Japanese American experience.

## Pre-Visit Lesson Plan

### The Attack on Pearl Harbor and Its Effects on Japanese Americans

**Essential Question:** How did the attack on Pearl Harbor affect the lives of Japanese Americans?

**Estimates Time:** One 60 minute class

**Objective:** Students will conduct an oral history analysis to explain how the attack on Pearl Harbor affected the lives of Japanese Americans.

**Connections to Prior or Future Learning:** This lesson plan is intended as a way to activate prior knowledge before a visit to Go For Broke National Education Center. If travel to the exhibit is not a possibility, then teachers can use this lesson independently to provide some context on Pearl Harbor and how it affected the lives of Japanese Americans.

#### Resources:

1. Writing utensil
2. Laptop, speakers, and projector
3. Go For Broke National Education Center Video Clip
4. Student tech devices (optional, 1:1 iPads or Chromebooks)
5. Personal headphones (optional, to allow for increased viewing)
6. Oral History Analysis worksheet
7. Transcript of video clips
8. Pearl Harbor Power Point

#### Historical Context:

At 7:55 AM on December 7, 1941, Japan carried out a secret attack on Pearl Harbor, a military base located in Hawaii. 2,403 American servicemen died and 1,178 were wounded. Just over two months later, U.S. President Franklin Roosevelt (1882-1945) signed into law Executive Order 9066.

As a result of the order, nearly 110,000 Japanese Americans were dispatched to makeshift concentration camps. Despite the forced removal of their family members, young Japanese American men fought bravely in Italy, France and Germany between 1943 and 1945 as members of the U.S. Army's 100<sup>th</sup> Infantry Battalion, 442<sup>nd</sup> Regimental Combat Team, and Military Intelligence Service. By the end of the war, the 100<sup>th</sup>/442<sup>nd</sup> had become the most decorated combat unit of its size in Army history.

#### Synopsis:

The purpose of this lesson plan is to give students enough context to learn more about the WWII Japanese American veteran experience in the *Defining Courage Exhibition* and during the post-visit

lesson.

Through the use of oral history video clips, this lesson plan will help students understand the shift that occurred in the daily lives of Japanese Americans after the bombing on Pearl Harbor. In their oral history analysis, students should note feelings of shock, urgency, desperation, and uncertainty that people experienced as they attempted to purge their home of Japanese related items, and prepare themselves for forced removal to government camps.

### **Vocabulary/Special Terms**

**“Camp”**—Under Executive Order 9066, West Coast residents of Japanese descent were first sent to temporary “assembly centers” prior to being moved to longer-term incarceration camps. The camps, with their barracks, barbed wire and armed guard towers with guns pointed inward, were euphemistically called “Relocation Centers” by the government, a term that sanitizes the lack of due process, the harsh conditions and 24-hour guards. The main incarceration camps were in the following areas: Manzanar and Tule Lake, California; Poston and Gila River, Arizona; Rohwer and Jerome, Arkansas; Minidoka, Idaho; Heart Mountain, Wyoming; Granada, Colorado; and Topaz, Utah.

**Executive Order 9066** -- On February 19, 1942, President D. Roosevelt signed Executive order 9066, which paved the way for the removal of Japanese Americans from the West Coast. The executive order was the offshoot of a combination of wartime panic, lack of governmental leadership and the racist belief on the part of some that anyone of Japanese ancestry, even those who were born in the U.S., was somehow capable of disloyalty and treachery.

### **Common Core State Standards**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

### **Modeling**

As the teacher, it is essential to focus students’ attention and prepare them for the day’s lesson. Once they have had about 5 minutes to analyze, respond to the questions, and circulate the classroom or discuss in small groups, the teacher should bridge the gap between abstract questions (possessions and home) and historical events/issues (and the effects of Pearl Harbor on Japanese Americans). In order to ensure that all students understand our learning goal, the teacher should share with students the **historic context** behind this lesson plan. It would also help students grasp the scale of this topic by showing them **images** related to Pearl Harbor.

### **Independent Practice**

Students should watch the oral history video clip once all the way through. Then answer questions on the Oral History Analysis worksheet. As a good habit of practice, the teacher should show the same oral history video 2-3 times, and allow students to silently add details to their answers.

\*If at all possible, this portion of the lesson would be expedited if the students had their own 1:1 devices and personal headphones. With the individualization of this activity, students can rewatch the oral history video clips as many times as is necessary for them to understand the content in relation to Pearl Harbor and its effects of the lives of Japanese Americans.

### **Collaboration**

Students should work in groups of 2-4, and discuss their answers from the Oral History Analysis worksheet. The teacher can pre-plan these groups or students can select their own groups. The teacher should tell students that they will use their answers and discussion results in their end of lesson assessment.

### **Assessment**

–Have the students write a brief retelling of the oral history. (Can be typed or hand-written depending on school technology resources).

–Speculate about the purpose of the oral history. What do you think the person telling the story, and the person recording the story expected to come out of it? Do you think it succeeded? Why or why not?

–Think about what you already know of this time period. How does this oral history add to it or contradict your prior knowledge?

### **Closure**

The teacher can provide closure to this lesson plan by reviewing the students' answers to their oral history analysis. The teacher should remind students about the damage wrought by the attack on Pearl Harbor, and the immediate fragmentation of lives (need to sell items, family members taken by FBI, forced removal from homes, incarceration in temporary holding sites and government camps). Emphasize the emotion/power of studying this historic event from the perspective of the veterans who lived through this period of time. It is quite poignant to think that these men and their families experienced such violations of their constitutional rights and still chose to serve in the U.S. Army- one can only marvel at their loyalty and valor.

### **Oral History Video Clip**

Kazou Sato, Kow Ito, and Frank Wada Interview, November 1, 1998. These three men were drafted into the 100<sup>th</sup> Infantry Battalion. They served in the European Theater, specifically France and Italy, as replacements.

<https://youtu.be/Km04dQ9sF3I>

### Oral History Video Transcript

**INTERVIEWER:** Frank, you mentioned about your father being investigated by the FBI, can you talk to us a little bit about that? Why he was chosen?

**WADA:** He was associated with the Japanese Association which had some ties with Japan, but it was primarily the social organization---community organization for the Japanese community. But all of their leaders were taken. My father's role was rather minor, he used to drive, well, transport people and somehow he escaped being taken. But practically, well, anyone closely associated with that Japanese Association were taken.

**SATO:** Well, as I mentioned, I don't know, Frank's father was sent to camp or not but my father was taken, you know, separated from the family. So I think he was sent up to North Dakota or some place. They came the very first day, I don't know, couple of FBI men. And he didn't have a chance to do anything, you know. They just took him away and no toiletry or anything, and we didn't hear from him for one day. And, I don't know, we didn't see him after that until he came back to camp, you know, probably about two years. And I guess I felt very sorry for my mother because, you know, she had to take care of rest of us, two of us, you know, beside . . . And, well, you know, you're on your own---on your own like that first time, you know, it sort of different.

**INTERVIEWER:** How did you feel when they took him away?

**SATO:** Well, I guess I was too young to---I wouldn't say too young, but I just didn't realize what was happening. But, I don't know, you're more or less sorta scared like, you know, and I felt what are we gonna do, you know, without him. But somehow we got along. But until the evacuation we made it, you know. But I felt very sorry for my mother because having to do it, you know, clean, you know, take care of everything until we had to go to camp, it must've been pretty rough on her.

### Oral History Analysis

**What do you notice first in this video clip? Do you notice any background noises? What else do you notice?**

**Does it seem like an interview or a conversation?**

**What was the significance of the oral history? Why is this oral history seen as important or worth preserving? Is it more historical or personal?**

**What can you tell about the person telling the story? What is his perspective?**

**How does encountering this oral history firsthand enhance its emotional impact?**

**Based on your initial viewing, what seems to be the theme?**

**What might have made the interview more productive? What good follow-up question would you ask?**



## Post-Visit Lesson Plan

### “Go For Broke”

**Essential Question:** Why did Nisei Soldiers risk everything in order to join the U.S. Army and fight abroad when their civil liberties were being suspended at home?

**Time:** 60 minutes

#### Objective

Students will use oral histories to explain why Nisei Soldiers joined the U.S. Army and fought abroad when their civil liberties were being suspended at home.

#### Resources

1. Writing utensil, social studies notebooks, coloring supplies
2. Laptop and projector
3. Personal tech device and personal ear phones
4. Oral History Video clips
5. Oral History Analysis worksheets
6. Appendix A: Pictures of Pearl Harbor
7. Appendix B: Executive Order 9066
8. Appendix C: Picture of visitors at Tule Lake
9. Appendix D: Picture Santa Anita Detention Center
10. Appendix E: Oral history analysis questions
11. Appendix F: Go For Broke Monument

#### Historic Context

The history of the Nisei soldiers is integral to the history of all Americans, regardless of ethnicity. The sacrifices these young men made during wartime—even as their fellow soldiers and their nation doubted them—are measured by the freedoms they earned for all of us today. This history begins on December 7, 1941, when Japan raided the U.S. Naval Base Pearl Harbor in Hawaii. The attack nearly destroyed the Pacific fleet and thrust America into World War II. But it also intensified the anti-Japanese feelings of the American public. The loyalty of Japanese Americans came under fire. Many of the Issei, or first-generation immigrants, had lived and worked in the US for decades. Their children, the Nisei, were American citizens by birth. Yet every individual of Japanese descent was viewed with distrust and fear and treated with violations of civil liberties (**show Appendixes A, B, C, and D**).

#### Connections to Prior or Future Learning

More than 30,000 Japanese Americans served in the military. These included volunteers from incarceration centers, where their families remained behind barbed wire fences. The segregated 100<sup>th</sup> Infantry Battalion/442<sup>nd</sup> Regimental Combat Team, consisting of nearly all Nisei men, would become the most decorated unit in U.S. history for its size and length of service, with more than 18,000 individual awards shared among them. Together with those in the Military Intelligence Service who

served in the Pacific Theater and China-Burma-India Theater, these Nisei were credited with saving countless lives at the cost of many of their own. These courageous individuals fought to serve their country and to prove their patriotism so that their families and future generations could live and work freely in the United States without fear of discrimination or racial prejudice.

### **Lesson Synopsis**

Utilizing oral history video clips, **students will explain the historic meaning** behind “Go For Broke.” Students will apply their knowledge of this slang term to the history of Nisei service **and detail why Nisei** (second generation) soldiers felt compelled to “go for broke” meant that they would put everything on the line to win the war abroad and the war against racial prejudice at home.

### **Vocabulary**

**Incarceration Camps:** Also, incarceration centers. Places at which the United States War Relocation Authority (WRA) detained people of Japanese ancestry, including American citizens, during World War II. These purpose-built facilities were surrounded by barbed wire fences and patrolled by armed guards. Residents could not leave without permission. The WRA also called these facilities "relocation centers."

The incarceration centers were: Manzanar and Tule Lake in California; Poston and Gila River in Arizona; Rohwer and Jerome in Arkansas; Minidoka in Idaho; Heart Mountain in Wyoming; Granada in Colorado; and Topaz in Utah.

**Issei:** First-generation Japanese who immigrated to the United States.

**Go For Broke:** Hawaiian Pidgin English phrase used in dice games to mean to “shoot the works,” or to risk everything in one grand effort to win big. The phrase served as the motto of the 442<sup>nd</sup> Regimental Combat Team.

**Military Intelligence Service (MIS):** A U.S. Army branch in which many Japanese Americans served during World War II, utilizing their language skills in the Pacific War. Japanese American soldiers in the MIS translated enemy documents, interrogated Japanese prisoners of war, intercepted enemy communication, and persuaded enemy units to surrender.

**Nisei:** Second-generation Japanese American. First generation to be born in the United States.

**100<sup>th</sup> Infantry Battalion, also 100<sup>th</sup> Infantry Battalion (Separate):** The first group of Japanese American World War II combat infantry soldiers originating from Hawaii, formed from the ranks of the 298<sup>th</sup> and 299<sup>th</sup> Infantries of the Hawaii National Guard. Officially activated on the docks of Oakland, California, on June 12, 1942, the 100<sup>th</sup> carved out an exemplary military record during their service in the European Theater, paving the way for the 442<sup>nd</sup> Regimental Combat Team, which arrived later. The "Separate" designation indicates that the battalion was not attached to a larger regiment.

**442<sup>nd</sup> Regimental Combat Team:** A U.S. Army regiment made up of Japanese Americans from Hawaii and the continental United States. Activated at Camp Shelby, Mississippi, on February 7, 1943, the 442<sup>nd</sup> fought in Italy, France and Germany. Its most noted accomplishments include the rescue of the "Lost Battalion" and the liberation of survivors of a death march near Waarkirchen, Germany. The

442<sup>nd</sup> together with the 100<sup>th</sup> Infantry Battalion is the most decorated unit in US military history for its size and length of service.

**Common Core State Standards:**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

**Anticipatory Set (5-7 minutes)**

The teacher should choose any one of these strategies below to activate prior knowledge.

**Quote Analysis**—The teacher would write/project quote, and have students perform a quick write on what they think it means:

- “Because patriotism is a matter of heart and not race.” This quote was inscribed on many 442<sup>nd</sup>/100<sup>th</sup> banners during anniversaries.

**Survey**—Survey your students by asking questions and having them step to a side or corner of the room that represents their response or open-ended response on text device:

- Why do people volunteer for service in the Army?
- Is it ever okay to suspend people's rights for their protection?

**Brown Bag**—Place objects in a brown bag. Have students reach in and make observations about the contents of the bag (similarities, differences). The teacher can start with a literal interpretation of the “Go For Broke” slang term. They can place the three words into the brown paper sack, and have students pull them out one at a time. Conversely, they could also place some dice, a hand drawn Medal of Honor, and photographs from incarceration camps in the bag, and have students predict what their connections would be once they are all revealed. Once they have been revealed, they can ask students to perform a quick write based on what they think that motto means.

**Modeling (10 minutes)**

Remind students of their work with the pre-lesson. The teacher can do this with a KWL chart to find out what students already know (column K) about Pearl Harbor and the effects on the lives of Japanese Americans, as well as what they want (column W) to find out. Once the first two columns of the chart are completed, the last column will be left blank until the end of the lesson, when students can detail what they learned (column L) to their prior understanding of these topics (column K) and make corrections as needed.

Then, the teacher should read the **historic context** to set the stage for this lesson- focused on the

Nisei Soldier's commitment to honor, service, and sacrifice as embodied in the slogan "Go For Broke."

### **Group Practice (7 minutes)**

The teacher should write the term "civil liberties" on the board. Ask students what this term means. If the teacher knows they have not yet covered this topic, tell students these are the basic freedoms granted to us by the Bill of Rights. Ask students what freedoms those include.

Now, **show** the first oral history video clip from Kim Ida Surh, an Army nurse who volunteered to serve in the European Theater of WWII.

<https://youtu.be/iCI-4F8FY2w>

Teacher should guide students through discussion questions Kim Ida Surh's comments on **Appendix E Oral History Analysis worksheet**. This group work will model how students should complete questions with specific details drawn from the oral video clip. Then remind them of the civil liberties the U.S. government violated and that Kim Ida Surh mentioned in (Appendixes A, B, and C).

### **Collaboration (15 minutes)**

Tell students that Go For Broke, a slang term that was often used in craps shooting (game of dice) to mean "shoot the works" or "give it your all." In the 1940s, it was slang for risking everything for the big win.

Show them Frank Kimura oral history video clip once. Then reshoot it, and allow them to discuss with a partner near them. Ask students to complete questions on the oral history analysis worksheet related to Frank Kimura. After Frank Kimura, show them the video clip from Kiyo Takabayashi and have them respond to questions in partner pairs. A share out should yield responses that Nisei soldiers risked everything to "Go For Broke" and fought in the war in order to prove their loyalty to the United States.

#### **Frank Kimura**

[https://youtu.be/mjb\\_JM-6C0Y](https://youtu.be/mjb_JM-6C0Y)

<https://youtu.be/-DMXtgS43iA>

#### **Kiyo Takabayashi**

<https://youtu.be/co8HjX7sN98>

### **Independent Practice**

Ben Doi

[https://youtu.be/\\_skURPVFWlk](https://youtu.be/_skURPVFWlk)

### **Assessment**

Students should sketch a book cover. The title is the class topic. The author is the student. A blurb should summarize/articulate the lesson's discussion with themes, and responses to oral history analysis included throughout the project.

\*If so desired, the teacher can allow students to use tech device to complete this activity. Google slides or docs would be highly recommended. For high school students, teacher can scaffold expectations, and require students to address theme.

### **Closure**

Nisei Soldiers joined the U.S. Army to fight abroad when their civil liberties were being suspended at home through forced removals to government concentration camps. The Nisei soldiers proved that their ethnicity had no bearing on their loyalty to the U.S. First and foremost, they were American soldiers. Their determination to show their loyalty to the U.S. earned them the respect of their fellow soldiers. It also paved the way for the gradual acceptance of Japanese Americans into mainstream society. The impact of this distrust on their lives, and the lives of those around them, had been devastating. Yet despite this, these veterans had far surpassed the challenge to their allegiance through acts of extraordinary valor. Their sacrifice, however, would not be formally acknowledged until President Clinton presented 22 soldiers with Medals of Honor—in June of 2000—more than 40 years after they returned home from the war. Show Appendix which is Go For Broke Monument located here in Los Angeles.

## Attack on Pearl Harbor

**The USS Arizona sustained the most damage and casualties**



**The Japanese attack sunk or damaged 19 ships and destroyed 188 planes**



Courtesy of [www.ourdocuments.gov](http://www.ourdocuments.gov)

For full text, please visit:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=74&page=transcript>

EXECUTIVE ORDER

- - - - -

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE  
MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U. S. C., Title 50, Sec. 104):

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military

## APPENDIX C

Tule Lake.

*Courtesy of the National Archives and Records Administration.*





## APPENDIX D

Santa Anita detention facility.

*Courtesy of Clem Albers, War Relocation Authority.*



Densho Digital Archive, 2008

**Appendix E**  
**Oral History Analysis**

**Kim Ida Surh**

*In what ways, does Kim say that the U.S. Government committed wrongful acts (violations of civil liberties) against Japanese Americans? Based on your initial viewing, what seems to be the theme of this clip?*

**Frank Kimura and Kiyo Takabayashi**

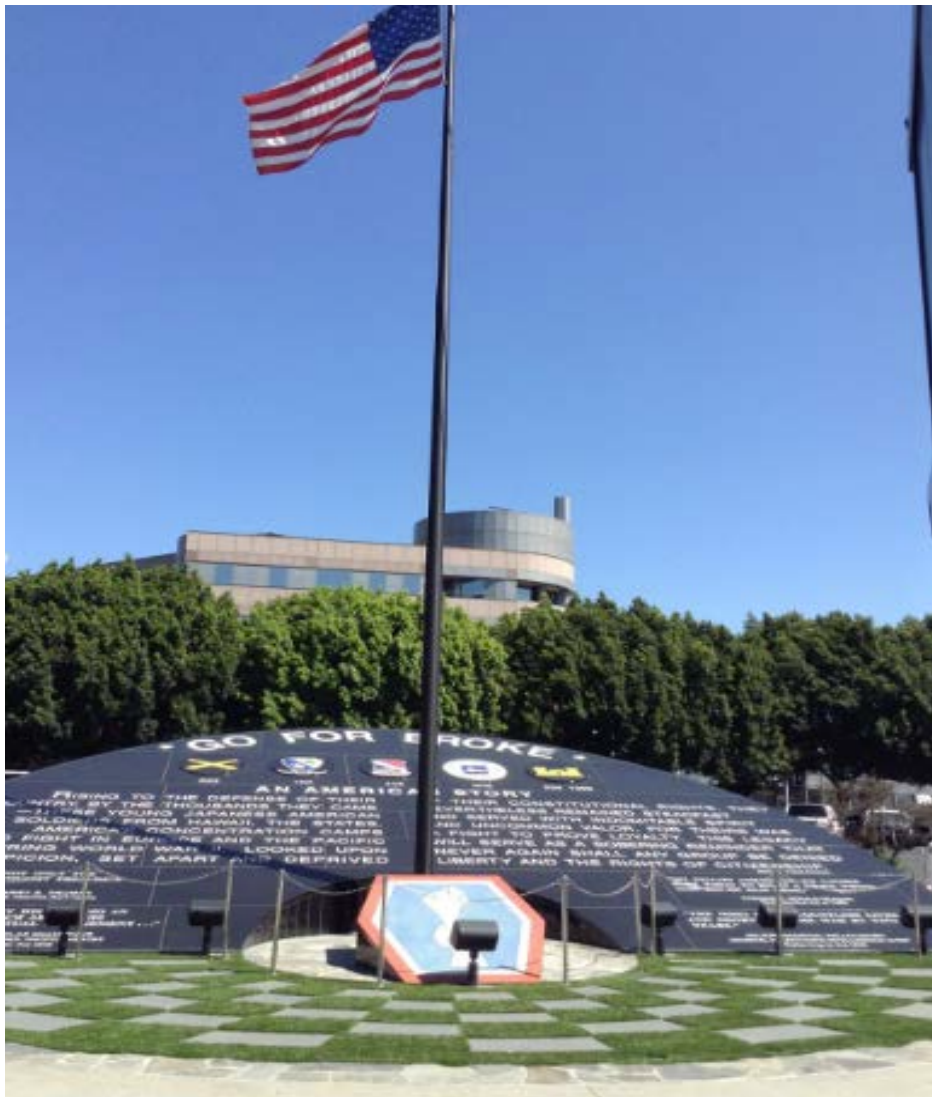
*Why did Nisei soldiers feel compelled to “go for broke” and put everything on the line to win the war abroad?*

**Ben Doi**

*Why were Nisei soldiers determined to show their loyalty to the U.S.? Doi mentions a spotlight was on Nisei Soldiers, what do you think they wanted to show? What sort of positive outcomes was he hoping to achieve by serving in the 442<sup>nd</sup>/100<sup>th</sup>?*

## Appendix F

### The Go For Broke Monument



The Go For Broke Monument stands as a powerful tribute to the Japanese American soldiers of World War II. The black granite monument is engraved with the names of more than 16,000 Japanese American men and women who served during the war. It includes the Nisei soldiers who served in these military units during World War II in the European, Pacific, and China-Burma-India theaters:

- 100<sup>th</sup> Infantry Battalion (Separate)
- 442<sup>nd</sup> Regimental Combat Team
- Military Intelligence Service
- 522<sup>nd</sup> Field Artillery Battalion
- 232<sup>nd</sup> Combat Engineer Company
- 1399 Engineer Construction Battalion

Located in the historic district of Little Tokyo in Los Angeles, California, the Go For Broke Monument today welcomes tens of thousands of visitors from around the world each year.

This Educator Packet was made possible with support from the California Civil Liberties Public Education Program at the California State Library

