

World War II and Arkansas

Teacher Overview

This two-week unit is designed to introduce middle school Arkansas history students to the experiences of Japanese Americans and Arkansans during World War II. It is based around an essential question, “What impact did World War II have on Arkansas?,” which students should be able to answer in detail by the end of the unit. This type of curriculum unit, advocated by educators like Heidi Hayes Jacobs and Grant Wiggins, emphasizes coordinated student learning activities designed to match up with curriculum frameworks and historical content, while at the same time allowing students to connect learning with their own experiences. The unit culminates in a research project, which demonstrates mastery of the essential and guiding questions and is presented in a format chosen by each student. The CD-ROM provided with this unit is full of primary source documents which students can use for the completion of their projects.

If time is a concern, each lesson is designed both to be part of the larger unit and to stand as an individual lesson. Teachers wanting to present a short version of this unit may wish to take activities from the lessons that address the same guiding questions and try combining them into one lesson per guiding question.

Materials provided for use with this unit include the following:

- Two weeks of lesson plans with reproducible student activity sheets
- *Life Interrupted* primary source documents CD-ROM
- 56-minute documentary video *Time of Fear*

The CD-ROM included with this curriculum book contains primary source documents, including photographs, maps, oral histories, art, and other documents. Much of the material is not necessary to complete the lesson plans; however, students may use it for research projects and teachers may use it to create and supplement lessons. A complete list of documents is listed on the spreadsheet entitled “Document References, Credits and Descriptions” on the CD-ROM. Adobe Acrobat Reader is required to read the most of the documents. This software can be downloaded free of charge from www.adobe.com

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Unit Map

ESSENTIAL QUESTION

What impact did World War II have on Arkansas?

GUIDING QUESTIONS

1. What were the experiences of Japanese Americans during World War II?
(Lessons 1, 2, 3, 5, 7)
2. What was it like to live in Arkansas before and during WWII? (Lessons 2, 4, 5)
3. How did Arkansans react to Japanese American incarceration at Rohwer and Jerome?
(Lessons 2, 6)
4. How does Arkansas remember its WWII past? (Lesson 8)

Lesson 1: Freedom for Everyone? Introduce project

Lesson 2: Time of Fear

Lesson 3: Life in the Camps

Lesson 4: Life in World War II Arkansas

Lesson 5: Support for the War

Lesson 6: Arkansans React to the Camps

Lesson 7: What Next?

Lesson 8: Paying Tribute

Lesson 9: Research/ project workday in class

Lesson 10: Student project presentations and Conclusion

WORLD WAR II AND ARKANSAS PROJECT ASSIGNMENT SHEET

Due Date: _____

ASSIGNMENT

You are to assume the identity of a Japanese American at Rohwer or Jerome or an Arkansan during World War II. Write about what happens in your life and your community over the duration of the war. You should include information that demonstrates knowledge of each of the guiding questions that have been focused on throughout this unit.

ESSENTIAL QUESTION

What impact did World War II have on Arkansas?

GUIDING QUESTIONS

1. What happened to Japanese Americans during World War II?
2. What was it like to live in Arkansas before and during WWII?
3. How did Arkansans react to Japanese American incarceration at Rohwer and Jerome?
4. How does Arkansas remember its WWII past?

FORMAT

You may choose one of the following formats in which to organize your project:

- PowerPoint Presentation
- Scrapbook/Memory Book
- Journal/Diary
- Museum Display
- Letters
- Newspaper or Magazine Articles
- Any other creative format that may be designed by you with the teacher's approval

PRESENTATION

You will be required to display and/or present your project to the class.

SCORING

Your project will be graded based upon the understanding of the content and guiding questions discussed in this unit. You should also show understanding and use of primary source documents. Your project must follow chronological order and be neat and well-organized. A scoring rubric is provided to help you complete the project.

**WORLD WAR II AND ARKANSAS
PROJECT SCORING RUBRIC**

Score	Description
<p style="text-align: center;">4 (A)</p>	<ul style="list-style-type: none"> • The student's project demonstrates an in-depth understanding of the relevant content and/or procedures. • The student completes all components of the project accurately. • The student offers numerous interpretations of primary sources. • The student's project provides an accurate chronological scheme. • The student's project is well organized and neat. • The student's project demonstrates excellence in understanding the essential and guiding questions.
<p style="text-align: center;">3 (B)</p>	<ul style="list-style-type: none"> • The student's project demonstrates an understanding of relevant content and/or procedures. • The student completes most aspects of the project accurately. • The student offers some interpretations of primary sources. • The student's project may contain minor flaws. • The student's project is neat and organized. • The student's project demonstrates mastery in understanding the essential and guiding questions.
<p style="text-align: center;">2 (C)</p>	<ul style="list-style-type: none"> • The student's project demonstrates some understanding of relevant content and/or procedures. • The student completes some aspects of the project. • The student offers very few interpretations of primary sources. • The student's project has very little organization and neatness. • The student's project demonstrates some understanding of the essential and guiding questions.
<p style="text-align: center;">1 (D)</p>	<ul style="list-style-type: none"> • The student completes only a small portion of the project and/or shows minimal understanding of relevant content and/or procedures. • The student's project demonstrates limited understanding of the essential and guiding questions.
<p style="text-align: center;">0 (F)</p>	<ul style="list-style-type: none"> • The student's project is incorrect, irrelevant, or incomplete.