

# *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Grant Wiggins, emphasizes coordinated student learning activities designed to match up with curriculum frameworks and historical content, while at the same time allowing students to connect learning with their own experiences.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](http://www.adobe.com)

# ***World War II and Arkansas***

## **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**

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

## Lesson 1: Freedom for Everyone?

### OVERVIEW

This lesson introduces the topic of Japanese American incarceration during World War II and places it in the context of Franklin Delano Roosevelt’s administration and the bombing of Pearl Harbor. It also examines President Roosevelt’s “Four Freedoms” speech and how it applies to the experiences of Japanese Americans during WWII, as well as students’ lives today.

### OBJECTIVES

Students will understand the content and context of President Franklin D. Roosevelt’s “Four Freedoms” speech.

Students will be able to demonstrate their understanding of the word “freedom” in written and oral form.

### GUIDING QUESTION

What happened to Japanese Americans during World War II?

### ARKANSAS HISTORY FRAMEWORKS

TCC 1.2, 1.3

PPE 1.1

SSPS 1.1, 1.4

### MATERIALS

Excerpts from Franklin D. Roosevelt’s “Four Freedoms” speech (reproduce on to overhead transparency or read aloud to the class)

Norman Rockwell’s Four Freedoms Paintings (reproduced following the lesson plan or in color on the CD-ROM)

Excerpts from the Diary of an Evacuee (1 copy per student, or reproduce on overhead transparency)

Student Activity Sheet, “Four Freedoms” (1 copy per student, or have students draw on blank paper)

### BACKGROUND

On January 6, 1941, President Franklin D. Roosevelt’s State of the Union Address to Congress set forth four freedoms that he thought should prevail everywhere in the world. These freedoms were freedom from fear, freedom from want, freedom of speech and freedom of worship. This address became known as the “Four Freedoms” speech. At the time of the speech, World War II was being fought in Europe and Asia but the United States was not yet militarily involved. However, on December 7, 1941, Japan attacked Pearl Harbor, Hawai’i and the United States responded by entering the war. Panic and fear quickly spread in response to the Japanese attack and many confused Japanese Americans for the enemy. As a result, President Franklin D. Roosevelt issued Executive Order No. 9066 on February 19,

1942 which authorized the Secretary of War to establish military zones to exclude persons of Japanese Americans from their homes on the West Coast of the United States. The United States government did not have a similar policy for imprisoning German Americans or Italian Americans.

In 1943, the year after Japanese Americans had been stripped of their civil rights, Norman Rockwell depicted the Four Freedoms of Roosevelt's speech in paintings published in *The Saturday Evening Post*. The original paintings toured the country in 1943 and their display raised \$132 million in war bonds sales. President Roosevelt later thanked Norman Rockwell for his work, saying that it contributed to a "freer, happier world."

### OPENING

Have students respond to the following question, written on the board or overhead projector, in a well-organized paragraph:

"What does freedom mean to you?"

Ask several students to volunteer to read their responses. Then, discuss with the entire class ways of completing the following statement:

"In the United States, we should have the freedom of....."

### ACTIVITIES

1. Read aloud the excerpt from President Franklin D. Roosevelt's "Four Freedoms" speech (reprinted following the lesson plan - you may reproduce this excerpt on an overhead transparency or write on the board). As you read, discuss difficult vocabulary terms (such as armaments) and have students paraphrase Roosevelt's words into their own words. Then, show the students the accompanying Norman Rockwell "Four Freedoms" paintings (on CD-ROM; use with computer and data projector, or copy onto overhead transparency). Have students write down the vocabulary term "Four Freedoms" and its definition.

Four Freedoms: Freedom of Speech and Expression, Freedom of Worship, Freedom from Want, Freedom from Fear – the freedoms that should prevail everywhere in the world, as stated in President Franklin D. Roosevelt's January 6, 1941 speech.

Discuss with the students the relationship between each freedom and its corresponding painting.

Ask students why President Roosevelt would have listed these freedoms as those which were most important. Are there other freedoms on the students' lists from the opening activity that they think are more important?

Briefly remind students of the Great Depression, the looming threat of World War II, and the problems facing the United States in 1941, such as whether or not to enter the war, rebuilding the economy, and segregation in the military, schools and public facilities.

2. Have students read the excerpt from the diary, then answer question 1.

Have students write down the vocabulary word concentration camp and its definition:  
concentration camp: a prison camp in which political prisoners are confined.

Tell them that this diary excerpt was written in one of America's concentration camps in Arkansas where Japanese Americans were held during World War II. View the documentary video *Time of Fear* from the start of the film (set counter to 0:00) until 2:38. Explain that the class will be studying this forced relocation in more detail over the next two weeks.

Have the students answer questions 2, 3, and 4 individually, as a group, or as a class, as they re-examine President Franklin D. Roosevelt's "Four Freedoms" speech and the Norman Rockwell "Four Freedoms" paintings. Students may also complete this activity for homework.

#### CLOSING

Distribute the student activity sheet, "Four Freedoms," or have students fold a piece of blank paper into fourths, labeling each section with a different freedom. Have students think about how these four freedoms relate to their lives today in Arkansas. They should then write about how this freedom relates to their lives, or draw a picture symbolizing the freedom. These may be posted around the room.

At the end of this unit, students will complete a culminating project in which they will follow a Japanese American or Arkansan during World War II. The project assignment sheet and scoring rubric are found at the beginning of this unit. Teachers should decide when is the most appropriate time to introduce the project and hand out the project assignment sheet.

#### EXTENSIONS

Have students research Norman Rockwell and his art, particularly its connection to U.S. history.

Have students make lists of other times in U.S. or Arkansas history in which the four freedoms identified by President Roosevelt were denied to groups or individuals. They might choose one of these instances and do further research.

#### REFERENCES

The Norman Rockwell Museum at Stockbridge. <http://www.nrm.org>

The Franklin D. Roosevelt Library and Museum. <http://www.fdrlibrary.marist.edu/od4freed.html>

## *Franklin D. Roosevelt Defines the “Four Freedoms”*

“In the future days which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression — everywhere in the world. The second is freedom of every person to worship God in his own way — everywhere in the world. The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants — everywhere in the world. The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor — anywhere in the world.”

– *Franklin D. Roosevelt*

*State of the Union Speech*

*January 6, 1941*

## Norman Rockwell's "Four Freedoms" Paintings

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

*Freedom of Speech*

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

*Freedom of Worship*

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

*Freedom from Want*

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

*Freedom from Fear*

LESSON 1: FREEDOM FOR EVERYONE?  
EXCERPTS FROM THE “DIARY OF AN EVACUEE”

October 31, 1942

Arrived at our destination – could see the points of the barbed wire fences with droplets of rain stuck no them. Camp looked like some regimented metropolis – orderly rows of lights, quite a sprawling village...

We were brought to a brightly lighted mess hall – ah, food, we thought – Nothin’ doin’. Registration and induction at 2:30 a.m. Went forward to desk as “head” of the family (of two). Received assignment to quarters...

Well, we were led into our quarters wading through mud. We initiated our new home by splattering mud all over it. We struggled with cots...[and] had to wait for blankets.

February 8, 1943

A call for *Nisei* [Japanese American citizens] volunteers into U.S. Army issued. A special combat unit is to be organized. Boy, how suddenly they put things like that before us. Propaganda will be to good purpose – isn’t that making us stomach all the sacrifices and no breaks? What of post war status? Where do Nisei soldiers “go home” – suppose enough don’t volunteer – they sure put us on the spot....Mrs. T. was already expressing anxiety for sons. Two are eligible.

March 16, 1943

Rain is nice – keeps the dust down. Victory gardens progressing, snakes are coming out of hibernation in woods. It’s a Rohwer custom to walk about with your nose to the ground – it may not improve your posture but you might find an agate, or some stone suitable for polishing. Other people with leisure time go cray-fishing with nets along the ditches....Mr. M. and Mr. Y. have made garden furniture of crooked limbs of trees.

April 9, 1943

W.O. visited from Wyoming camp – he is a volunteer and is now making a round of some of the camps. He’s an idealistic sort of lad, a church go-er, whose father has been able to provide him with all advantages of an “American” life.

April 19, 1943

Received Norman Rockwell’s series “4 Freedoms” reprint in mail today....Went to canteen 3 times for some cake – missed out – only a little came in.

April 20.

Appointment for work in Columbus [Ohio] came in today! Too elated to speak properly!

## QUESTIONS TO THINK ABOUT

1. Who do you think wrote this diary entry? Where was it written? To what kind of “camp” do you think the author was referring?
2. What were the Four Freedoms to which President Roosevelt referred? Why were these freedoms so important to the United States in the 1940s?
3. Do you think Japanese Americans were denied these freedoms during World War II? Why? Use evidence from the diary entry to support your answer.
4. Do you think all Americans today have all of the freedoms that Roosevelt guaranteed? Please give examples to support your answer.

LESSON 1: FREEDOM FOR EVERYONE?  
STUDENT ACTIVITY SHEET – “FOUR FREEDOMS”

Directions: What do these four freedoms mean to you?  
Draw a picture or write a sentence explaining your understanding of these freedoms as they relate to Arkansas today.

<p>“The first is freedom of speech and expression.”</p>	<p>“The second is freedom of every person to worship God in his own way.”</p>
<p>“The third is freedom from want.”</p>	<p>“The fourth is freedom from fear.”</p>

## Lesson 2: *Time of Fear*

### OVERVIEW

This lesson examines the forced relocation of Japanese Americans to Arkansas and Arkansans' reactions to the camps through student viewing of a portion of the documentary video *Time of Fear*. Students will complete an advanced organizer as they watch the video clip.

### OBJECTIVES

Students will be able to compare the experiences of Japanese Americans and Arkansans during World War II after viewing a portion of the documentary video, *Time of Fear*.

### GUIDING QUESTIONS

What happened to Japanese Americans during World War II?

What was it like to live in Arkansas during World War II?

How did Arkansans react to Japanese American incarceration at Rohwer and Jerome?

### ARKANSAS HISTORY FRAMEWORKS

TCC 1.3

### MATERIALS

Documentary video *Time of Fear*, television, and VCR

*Time of Fear* Viewing Guide (1 copy per student)

### BACKGROUND INFORMATION

After Executive Order 9066 was signed on February 19, 1942, Japanese Americans in the Military Exclusion Zone (which included California, western Oregon, western Washington, and southwest Arizona) were ordered from their homes and then taken first to assembly centers and, eventually, into ten relocation centers around the country including two at Rohwer and Jerome in Arkansas, where they were imprisoned behind barbed wire.

Meanwhile, in Arkansas, individuals, families, and groups struggled to overcome the economic hardships of the depression of the 1930s and the inequalities of southern segregation. Some Arkansans never knew of the Japanese Americans who were being incarcerated in the southeast corner of their state. Others, fueled by media reports which spread confusion and hysteria about persons of Japanese ancestry, supported the government's action. Some even feared for the safety of their families. Some Arkansans benefited from the camps. They worked as teachers, carpenters, and administrators, or supplied goods to the camps.

### OPENING

Read aloud the excerpt from Lillian Hanansushi's autobiography (reprinted following the lesson plan). You may want to produce an overhead transparency from the page and have students read along. Lillian's complete autobiography (both a scanned image of the original

document on notebook paper, as well as a typewritten transcript) and her photograph from the Rohwer yearbook are on the CD-ROM [file names Lillian Hanansushi autobiography (hand-written) and (transcript)].

After reading the excerpt, ask students how Lillian reacted to the bombing of Pearl Harbor. Then, ask the students how they might have reacted to Pearl Harbor if they had been living at the time. Connect this to the students' experiences by asking how they felt when the United States was attacked by terrorists on September 11, 2001.

#### ACTIVITIES

1. Watch the documentary video *Time of Fear* from 3:00 until 22:55. As students watch, have them complete the chart and take notes on the guiding questions.
2. Have students work with a partner or in a small group to complete the chart and questions on the viewing guide. Then, discuss the questions as a class.

#### CLOSING

Discuss the reactions of Arkansans, Japanese Americans, and the United States government to the attack on Pearl Harbor. Ask students how World War II changed the lives of these three groups of people. Then, draw parallels to the war in Iraq. How has this war affected Arkansans? What similarities and differences are there?

#### EXTENSIONS

Visit [www.lifeinterrupted.org](http://www.lifeinterrupted.org) as a class and explore the site together. Break the class into groups to explore the sites listed under the "EDUCATION" heading at the website. These sites are wonderful resources for the culminating project.

Excerpt from Lillian Hanansushi, "My Life"

Then [there was] that fatal day of Dec. 7, 1941. Japan declared war on the United States. It seemed impossible for me for I never dreamed of war coming to the United States. The day after the war began I did not want to go to school for I felt my Caucasian and Negro friends would dislike me, but they told me not to feel so bad, for it was not I who declared the war. So school [went] on very smoothly...I attended high school for a short time because evacuation orders were being given out by the government. Many Japanese Americans said it was unfair to them because they were American citizens who had the right of any other American citizen. But I didn't mind because I would go anywhere my parents would go.

Name: \_\_\_\_\_

*Time of Fear* Viewing Guide

As you watch the documentary, take notes to help you answer these three unit guiding questions:

1. What happened to Japanese Americans during WWII?
  - a. After Pearl Harbor
  
  
  
  
  
  
  
  
  
  
  - b. After the issuing of Executive Order 9066
  
  
  
  
  
  
  
  
  
  
  - c. On the trip to the War Relocation Centers at Rohwer and Jerome
  
2. What was life like for Arkansans during WWII?
  - a. Residents of the Arkansas Delta region
  
  
  
  
  
  
  
  
  
  
  - b. African Americans
  
3. How did Arkansans react to Japanese American incarceration at Rohwer and Jerome?
  - a. Governor Homer Adkins
  
  
  
  
  
  
  
  
  
  
  - b. Residents of southeastern Arkansas

As you watch the video, look for details about the following topics. After watching, discuss your topic with a partner who had a different topic. Discuss and complete the chart together. You may not be able to fill in all the squares on the chart.

	Residents of the Arkansas Delta	Japanese Americans in California before WWII	Japanese Americans in concentration camps in Arkansas
What do their houses look like?			
Describe their clothing.			
What kinds of jobs do they do?			
What do their cities/towns look like?			
List three adjectives to describe each group			

## Lesson 3: Life in the Camps

### OVERVIEW

This lesson explores the daily lives of Japanese Americans incarcerated at Rohwer and Jerome.

### OBJECTIVES

Students will understand the conditions of daily life in the camps by interpreting poetry, analyzing a map and photographs, and sharing their findings during class discussion.

### GUIDING QUESTION

What were the experiences of Japanese Americans during WWII?

### STANDARDS/ FRAMEWORKS

TCC 1.2, 1.3

PPE 1.1

SSPS 1.1, 1.4

### MATERIALS

Poem - “My Youth is Buried at Rohwer” by Janice Mirikitani

Map of Rohwer Relocation Center (from CD-ROM, or copy onto overhead transparency)

Documentary video *Time of Fear*, television, and VCR

Photos of Rohwer and Jerome (reproduced following the lesson, or print from the CD-ROM for better quality – one per group of students)

### BACKGROUND INFORMATION

Daily life in the Jerome and Rohwer camps was anything but ordinary. Many images of the camps depict adults and children living seemingly normal American lives. However, closer observation brings into focus the reality of the situation which these Japanese Americans were forced to endure. Barbed wire fences strung between guard towers with guards carrying loaded guns were a constant reminder of their imprisonment. The images provided portray children attending school playing sports, and pledging allegiance to the U.S. flag – activities which were quite normal for most children in the United States at this time. Cameras, however, were officially not allowed at the concentration camps, so most of the photographs were taken by official government photographers.

Other images and paintings, however, portray families living in tiny, barren quarters, working jobs which required hard labor, and eating in mess-hall type facilities. These facilities were less than inviting. Bad weather, mosquitoes, snakes, and other environmental or climatic conditions added to the harshness of camp life. Families spent less time together because meals, work, and school, were all common activities that took place outside of the family’s barrack apartment. By using numerous primary sources, this lesson is designed for

students to carefully examine the daily lives of Japanese Americans in the Jerome and Rohwer camps.

### OPENING

Read the poem “My Youth is Buried at Rohwer,” by Janice Mirikitani, aloud to the students (teachers may also want to copy the poem on to the board or an overhead transparency so that students may follow along).

*My youth is buried at Rohwer;  
Obachan’s ghost visits Amache gate  
Words are better than tears,  
So I spill them,  
I kill this, the silence.*

Obachan [OH-bah-chan] – Japanese word for grandmother  
Amache- Japanese American concentration camp in Colorado

Ask students to speculate about the meaning of this poem.

How old do you think Ms. Mirikitani was when she was at Rohwer?

What other concentration camp is mentioned? Do you think the author’s family was split apart by the forced removal of Japanese Americans from the West Coast? Why or why not?

How did World War II impact the author of this poem?

### ACTIVITIES

1. Distribute copies of the map of Rohwer Relocation Center to students, or copy the map on to an overhead transparency, or project the image from the CD-ROM. Ask students to look closely at the map to point out the locations where

- a. Families and individuals live
- b. People eat
- c. Students attend school
- d. Social activities occur
- e. Camp administrators live and work

Then, ask students to list activities that were a part of daily life at Rohwer, based on the facilities seen on the map. Write their responses on the board.

Ask students to compare life in their community with life at Rohwer. If time permits, have them sketch a map of their community and compare it with the Rohwer map. What activities are the same? Which are different?

2. View the documentary video *Time of Fear* from 29:34 to 34:00. Add to the list of daily activities at Rohwer and Jerome on the board.

3. Divide students into groups of 2-3 students. Hand each group a photograph (one of those reproduced following this lesson, or one printed from the CD-ROM). Each group

should look at the photograph, making a list of people (guess approximate ages), objects, and activities they see in the photograph. Then, have them draw at least three conclusions about daily life at Rohwer and/or Jerome, based on their photograph. Sample conclusions might include – “Weather impacted daily life at the camps by making travel difficult,” or “Japanese Americans worked to support their community by growing vegetables.” It might be useful to model this photograph analysis with students, using one of the photographs on the CD-ROM copied on to an overhead transparency or projected on to a screen. If time permits, have students share their group’s photograph and findings with the entire class.

### CLOSING

Have students make a list of typical activities they complete in a day. Then, compare this list of activities to the list of activities on the board (those that took place in Rohwer and Jerome during WWII). How are they similar? How are they different? What accounts for the differences?

### EXTENSIONS

Read a piece of children’s literature with students, or have students choose their own story and write a book review to present to the class. Have them determine what the illustrations and text tell readers about life for Japanese Americans during World War II. Suggested works of literature include the following books (additional works are listed in the bibliography)

Eve Bunting, *So Far from the Sea*. New York: Scholastic, Inc., 2000.

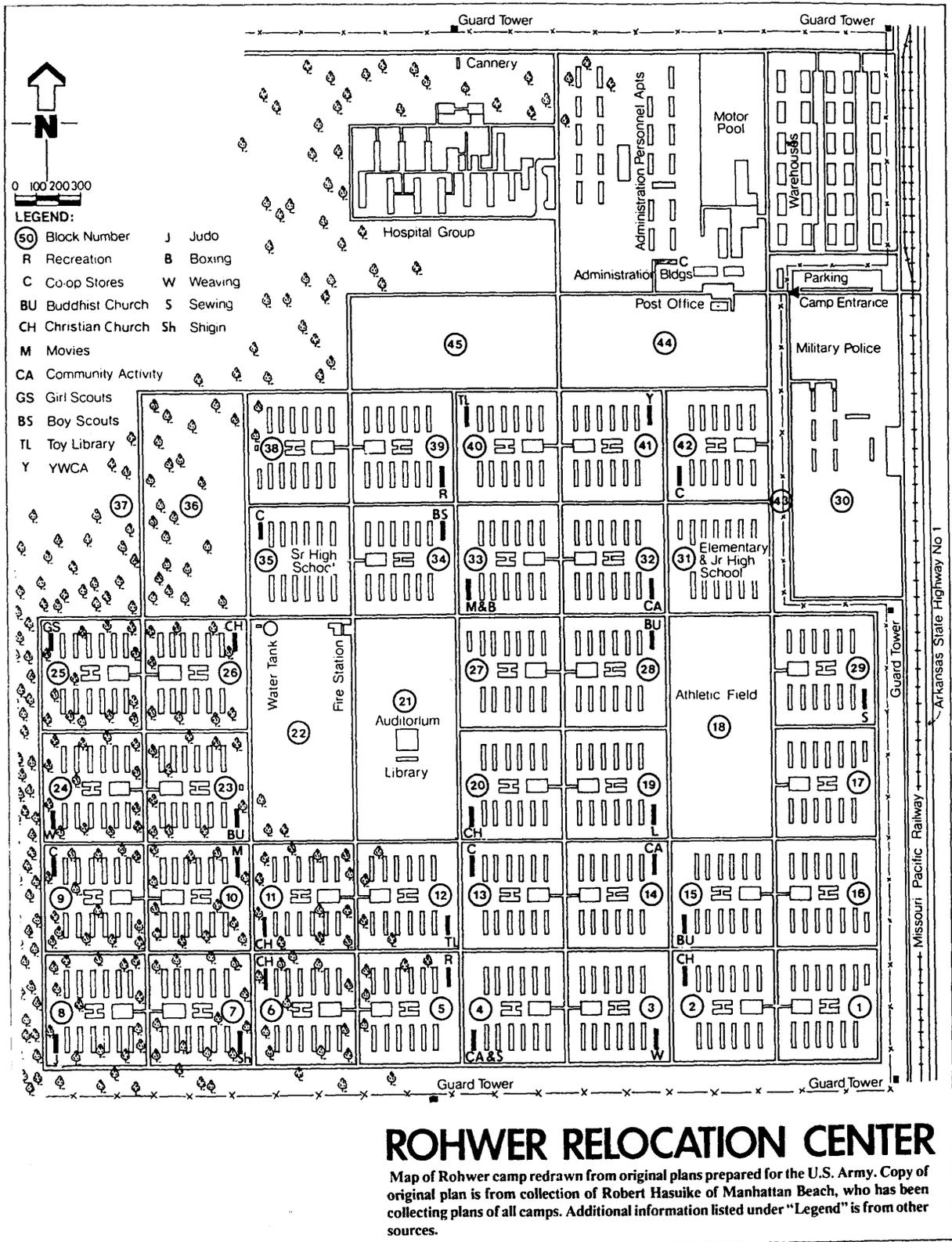
Ken Mochizuki and Dom Lee, *Baseball Saved Us*. New York: Lee and Low, 1993.

Elizabeth Parkhurst, *Under One Flag: A Year at Rohwer*. Little Rock: August House Publishing, 2004.

### REFERENCES

Bearden, Russell. “Life in the Arkansas Relocation Centers.” *Arkansas Historical Quarterly* 49(1989): 169-196.

LESSON 3: LIFE IN THE CAMPS  
 MAP OF ROHWER CAMP (ROBERT HASUIKE COLLECTION)



**ROHWER RELOCATION CENTER**

Map of Rohwer camp redrawn from original plans prepared for the U.S. Army. Copy of original plan is from collection of Robert Hasuike of Manhattan Beach, who has been collecting plans of all camps. Additional information listed under "Legend" is from other sources.



*Jerome Relocation Center, Denson, Arkansas. The football team coach declared so many hours a day on the woodpile for his crew as training... 11/17/1942. Photographer Tom Parker. National Archives and Records Administration.*



*Jerome Relocation Center, Denson, Arkansas. Loading cabbages which have been harvested during the winter season. Photographer Gretchen van Tassel. National Archives and Records Administration.*



*Jerome Relocation Center, Denson, Arkansas. Football crowd at game between group teams at this center. 11/29/1942. National Archives and Records Administration.*



*School children leaving the grade school at Jerome... 3/12/1943. Photographer Tom Parker. National Archives and Records Administration.*



*Rohwer Relocation Center, McGehee, Arkansas. Mrs. B. D. Ramsell. The 11<sup>th</sup> grade class in American History in the Temporary High School. 11/25/1942. Photographer Tom Parker. National Archives and Records Administration.*



*Closing of the Jerome Relocation Center, Denson, Arkansas. "Here we go again!" A typical truck load of Japanese American residents of the Jerome Relocation Center await at the camp's entrance to be loaded on a train and moved... This is the third move for these people since they were compelled to leave their homes on the west coast. It is the where and when and how of the next move that occupies their thoughts and is constantly reflected in their faces. 6/18/1944. Photographer Charles Mace. National Archives and Records Administration.*

## Lesson 4: Life in WWII Arkansas

### OVERVIEW

This lesson explores daily life for various groups in Arkansas during World War II, using the students' textbooks and primary source accounts and photographs.

### OBJECTIVES

Using primary source documents and locating information in their textbooks, students will be able to explain the effects of World War II on the lives of Arkansans.

### GUIDING QUESTION

What was it like to live in Arkansas during WWII?

### ARKANSAS HISTORY FRAMEWORKS

TCC 1.2, 1.3

PPE 1.1

SSPS 1.1, 1.4

### MATERIALS

“Workers Get Plenty to Eat”, from the *Camden News*

Arkansas history textbooks

Photograph of fuel oil ration coupon (reproduced following this lesson)

### BACKGROUND

In the early 1940s, Arkansas was quite different from what students see today. Though many towns in the state had electricity, many rural areas had just begun the process of electrification. Many Arkansas farmers relied on mules or horses to work their farms. The impact of the Great Depression on Arkansas had been tremendous. Counties and cities had assumed large amounts of debt in order to build roads in the early 1930s, and large floods prevented farmers from having profitable harvests for several growing seasons, making payment of the debt nearly hopeless.

Other problems were present as well: illiteracy, malnutrition, and hookworm. Forty-three percent of inductees into the military from Arkansas were rejected, mostly due to poor health and education level. This rate was the second highest in the nation.

Arkansas changed drastically during World War II. Government rationing took effect, and families adjusted their lifestyle for the duration of the war when goods such as meat, sugar, shoes, tires, and gasoline could only be purchased in limited quantities. Gardens called “victory gardens” were planted by Arkansas residents, both inside the concentration camps and outside, to make up for limitations on other types of food. Arkansans participated in scrap metal drives to provide building materials for the war. They bought war bonds to help finance the war. Most of all, however, the war brought new opportunities for work.

Arkansans worked as carpenters to build the War Relocation Centers at Jerome and Rohwer. As young men began enlisting in the military, new opportunities opened up for those who remained in Arkansas. Defense industries began operating in the larger cities in Arkansas, and many people moved to these towns to work. Others moved out of state to take jobs in war industries that sprung up across the nation. As a result, the state as a whole experienced a population decline during the war, and finding enough laborers to work on Arkansas' farms was difficult. One response to this was an increase in the use of machines. The number of tractors on Arkansas farms increased from 12, 564 in 1940 to 26, 537 in 1945, more than doubling in five years.

While many men volunteered to serve in the armed forces, women continued to work on farms and began working in factories. New opportunities also opened up to African Americans, such as Otis Eubanks, who worked as a brakeman for a railroad company during the war after he was found physically unfit for military service due to a childhood injury. African Americans also enlisted in the army, but like the Japanese Americans who volunteered to serve from the concentration camps, they fought in segregated units.

#### OPENING

Show students the picture of fuel oil rationing coupons reproduced immediately following this lesson, or on the Internet at <http://skyways.lib.ks.us/library/leavenworth/KSR/doc19.jpg>.

Ask students some or all of the following questions:

What is this document?

For what were these coupons used?

How do you think your life (or that of your family) might have been impacted by these coupons?

#### ACTIVITIES

1. Have students look in their Arkansas history textbooks to locate information about how World War II affected the lives of Arkansans.

Have students look for information and/or a definition of one of the following key terms:

Ration books/ coupons

Victory gardens

War bonds

Munitions/ ordnance plants

Then, have students write the definition of their key term, as well as draw a picture to represent this term, on a sheet of paper. Students can then trade papers with other students and copy down the definitions of the other 3 key terms.

2. Have students read out loud or independently the excerpts from the article "Workers Get Plenty to Eat," from the *Camden News*. Discuss the questions that follow the reading selection either in small groups or as an entire class. Ask students if they would have wanted to work in the Camden plant during World War II. If necessary, review the video clip from

the documentary *Time of Fear* that depicts living conditions in southeastern Arkansas in the late 1930s – early 1940s (from 3:00 until 5:25).

#### CLOSING

Ask the students (as a class) to compare the quality of life described in the newspaper article and in their Arkansas history textbook to that in the relocation camps where Japanese Americans were kept. Guide this discussion by drawing a “T” chart on the board entitled “What was life like in WWII Arkansas?” Make the left side of the T chart “Life in the camps” and the right side “Life outside the camps.”

#### EXTENSIONS

Assign the students to look through microfilm of the local paper at your public library. Have them check 2-5 issues from 1942 – 1944 for evidence of the types of changes that were taking place in Arkansas during WWII.

Ask a member of the community to come speak to students about their experiences of living in Arkansas during World War II.

#### REFERENCES

Dougan, Michael. *Arkansas Odyssey: The Saga of Arkansas from Prehistoric Times to Present*. Little Rock: Rose Publishing Company, 1994.

Hall, Kay. *World War II: From the Battle Front to the Home Front: Arkansans Tell Their Stories*. Fayetteville: University of Arkansas Press, 1995.

Smith, C. Calvin. *War and Wartime Changes: the Transformation of Arkansas*. Fayetteville: University of Arkansas, 1986.

Vanderpool, Guy. *A Time to Every Purpose: the Photographs of Jesse L. Charlton, 1937-1954*. Texarkana: Texarkana Museum Systems, 1999.

Wayne, Jeannie, et. al. *Arkansas: a Narrative History*. Fayetteville: University of Arkansas Press, 2002.

FUEL OIL 5 GALLONS					
FUEL OIL 5 GALLONS	FUEL OIL 5 GALLONS	FUEL OIL 5 GALLONS	FUEL OIL 5 GALLONS	FUEL OIL 1 GALLON	FUEL OIL 1 GALLON
FUEL OIL 1 GALLON					
FUEL OIL 1 GALLON					
FUEL OIL 1 GALLON					

R-1153B (ZONE C-27) SERIAL **C** 29330

UNITED STATES OF AMERICA  
OFFICE OF PRICE ADMINISTRATION  
**FUEL OIL RATION**  
Class 5B Consumer Coupons

Issued to H. C. Peterson  
(Signature)

For use only at 409 W. Leavenworth  
(Number of District)  
Leavenworth, Kansas  
(City and State)

This sheet issued for 1945 gallons for the heating year ending August 31, 1946.

Date issued July 19, 1945

**COUPON SHEET MUST BE SIGNED**

(Signature of owner or member of household)

**IMPORTANT: READ THESE INSTRUCTIONS**  
The unit coupons for each period become valid on dates announced by OPA. Each 5-unit coupon is worth 50 gallons unless raised or lowered because of changes in the national fuel oil supply. Coupons with squares are good at any time for the number of gallons printed on them. R. I.—  
**BUDGET** your ration for heat according to newspaper and radio announcements telling what percent of the heating season has passed. If you heat water with fuel oil, save for next summer's use.  
If you move from the address appearing on this stub, you must return this coupon sheet to your Board, as it is not transferable to any other person or address.

**GET A RECEIPT FROM YOUR DEALER IF YOU DEPOSIT THIS SHEET WITH HIM.**

War Price and Rationing Board number and address:  
WAR PRICE AND RATIONING  
BOARD No. S27  
LEAVENWORTH, KANSAS

U. S. GOVERNMENT PRINTING OFFICE

Fuel Oil Rationing Coupon. Leavenworth Public Library, Leavenworth, Kansas.

## **LESSON 4: LIFE IN WWII ARKANSAS**

Workers Get Plenty to Eat

By Pat Walsh

United Press Staff Correspondent

Camden Ordnance Plant – For the man who likes to eat and eat well, including lots of sweets, the Shumaker Naval Ordnance Plant near Camden, which is badly in need of construction workers, is the place to go, a visit this week through one of the three mess halls disclosed.

Because food for the construction workers is bought by the Navy, items that are scarce on the tables of the average resident of Arkansas or even the wealthy are commonplace to the workers who obtain three meals a day and a place to sleep for the total sum of \$1 a day in the plant area.

Newsmen making a tour of the plant this week visited the bakery in the No. One mess hall which is turning out hundreds of pies, cookies and cakes to fill the workers noon-day lunch box and provide desserts for the evening meals....

“Give a man good food, a dry place to sleep and some means of recreation, Page said, “and he’ll do a great deal more work in less time than if such things were not provided.’

Leval, despite the fact that newsmen were entering his mess hall during the noon rush, insisted on showing his visitors through the kitchens so that all could see just how the food was prepared and how 24,700 workers are fed three meals a day.

Leval threw open the doors to huge cold rooms where a day’s supply of meat had been stored and pointed out that it was Grade A, which his own butchers would cut up for cooking.

A look at breakfast menu for the following day disclosed that the workers would go out on the job after having had their pick of a cereal, a juice, eggs, a quarter of a pound of bacon, toast, butter, jelly, canned fruits and coffee. Such a meal if obtainable in the average café or hotel coffee shop would run to an 80 or 90 cent check.

One section of the huge kitchen had been divided off into a salad room where a group of women were engaged in preparing salads for the evening meal because the noon rush was almost over with.

Near the salad room was the dishwashing section which would bring joy to the heart of the average house-wife as she watched the workers scrape the plates and then slide them into the washing machine which washed and steam cleaned the plates, cups and silverware, before they were returned to the drying room to await being placed back on the tables.

According to Leval and Page the daily menu is planned in advance by a dietician who takes into consideration the fact that the men are doing heavy labor and burn up their food much faster than a person whose job is at a desk.

Workers are given sleeping quarters...near the mess halls...Negroes employed on the job are

fed in a special section of the mess halls and have their own sleeping quarters. However, Page and Leval both pointed out that they are given the same food as the white employees.

Page, in showing the visitors through the plant, always points with pride to the progress that workmen have made in completing the recreation hall in the center of the area where all workers gather nightly after work hours....

#### Questions to Think About

1. Why do you think this article was published? Who was its intended audience?
2. Why do you think the author stated that “Negroes” employed on the job have separate eating and sleeping facilities, but are served the same food as the white employees?
3. How does the availability of food and other goods in the article compare to the availability of food and goods for people in the rest of the state?
4. Why do you think that sleeping facilities were available at the Camden plant?
5. After reading this newspaper article, list three ways in which World War II impacted Camden, Arkansas, and its residents.

## Lesson 5: Volunteers from Arkansas

### OVERVIEW

This lesson explores the military service and support for World War II both from Arkansans and from Japanese Americans who volunteered for military service from the concentration camps at Rohwer and Jerome.

### OBJECTIVE

Students will be able to describe the military service of Arkansans and Japanese Americans from Rohwer and Jerome during World War II.

### GUIDING QUESTIONS

- What were the experiences of Japanese Americans during World War II?
- What was it like to live in Arkansas during World War II?

### ARKANSAS HISTORY FRAMEWORKS

TCC 1.2, 1.4

### MATERIALS

- Arkansas history textbooks
- Documentary video *Time of Fear*, television, and VCR
- Photograph of Bernice Pearl Lockhart reproduced onto an overhead transparency

### BACKGROUND

About 200,000 Arkansans, more than ten percent of the state's population, volunteered or were drafted by the Selective Service during World War II. The number might have been even higher, but many recruits had health problems severe enough that they failed their physical examinations. Others were rejected because they could not read or write at a sufficient level. Some Arkansans served in the military overseas, while others worked in administrative positions in Arkansas. Arkansas troops served in both the European and Pacific theaters. Women could serve in the Women's Army Auxiliary Corps (changed to the Women's Army Corp, or WAC in 1943). Women in the WAC and other branches of the military filled non-combatant occupations such as administration, motor mechanics, mail sorting, photography, radio and telephone operators, clerks, and nurses. African Americans also volunteered in large numbers. They served in segregated units commanded by white officers. During World War II, Camp Robinson in North Little Rock expanded to 48,188 acres and was used for basic training for army infantry unit and to house German Prisoners of War.

Japanese Americans served in the segregated units designated for *Nisei* (Japanese American) soldiers. The 442<sup>nd</sup> Regimental Combat Team was legendary for their bravery and success. Some Japanese Americans who were skilled in the Japanese language also served in the MIS – Military Intelligence Service. During the last year of the war, the 442<sup>nd</sup> rescued the “Lost Battalion” in France, and it was later described by General Mark Clark as one of the most highly decorated units of the war.

## OPENING

Show students the photograph of Bernice Pearl Lockhart (reproduced following this lesson – copy on to an overhead transparency). Ask students the following questions:

When do you think this photograph was taken? What clues in the photograph make you think this?

In what kind of job do you think Ms. Lockhart works? Why?

List three adjectives to describe Ms. Lockhart.

Explain to students that Bernice Pearl Lockhart served in the WAC, or Women’s Army Corps, during World War II. She worked at the Veterans Hospital in Tuskegee, Alabama. Ask students to brainstorm ways in which Arkansans supported the war effort.

## ACTIVITIES

1. Write the following questions on the board or overhead projector:

How did Arkansans support the U.S. military during World War II?

What kinds of combat and non-combat positions did Arkansans hold?

How did women and African Americans participate in the military?

Have students locate information in their Arkansas history textbooks about military service by Arkansans during World War II. Then, discuss the three questions as a class. Show the second photograph of President Roosevelt touring Camp Robinson on the overhead projector. Discuss the questions as a class.

2. View the documentary video *Time of Fear* from 36:05 until 47:10. Ask students to take notes during the video clip about how Japanese Americans in Arkansas showed their loyalty to the United States during World War II. This 11-minute clip covers the 442<sup>nd</sup> Regimental Combat Team, the loyalty questionnaire, and Japanese Americans fighting for the United States in Europe.

After the video clip, discuss with students how they would have filled out questions #27 and #28 on the loyalty questionnaire, which asked:

Do you forswear allegiance to the emperor of Japan?; and

Are you willing to serve in the United States military?

3. Compare and contrast the military service of Arkansans and Japanese Americans. Where did they serve during World War II? What kinds of hardships did they face? How might military service have changed their lives?

## CLOSING

Connect the issue of military service during World War II with serving in the U.S. armed forces today. For what reasons do individuals join the military today? How are these similar to and different from reasons individuals joined the military during World War II?

## EXTENSIONS

Have students read the passage entitled “Jehovah’s Witnesses in World War II Arkansas.” Discuss reasons why individuals might object to participation in a war. Talk about the questions at the end of the reading, and ask students whether they would volunteer to fight for the United States. Why? Why not?

Contact your local VFW post and invite a World War II veteran from Arkansas to speak to your class about his experiences. Have students prepare questions in advance of the visit. For an extended research project, have students get involved in the Veteran’s History Project. The Library of Congress has kits available for students and teachers to learn how to conduct oral histories with veterans in their communities. See the website <http://www.loc.gov/folklife/vets/kit.html> for more information. Students can also search the database of oral histories to find stories from veterans in their area.

## REFERENCES

Guy Vanderpool. “All Together Now: The Arkansas Home Front During World War II.”  
Brochure published by Texarkana Museums System, 1995.



*Bernice Pearl Lockhart of Hot Springs. Photo courtesy of the Arkansas History Commission.*

### Questions to Think About

1. When do you think this photograph was taken? What clues in the photograph make you think this?
2. In what kind of job do you think Ms. Lockhart works? Why?
3. List three adjectives to describe Ms. Lockhart.



*President Roosevelt's Second American War Plant Tour at Camp Joseph T. Robinson, Ark., the presidential procession passes between two rows of troops presenting arms. The Chief Executive visited this camp Palm Sunday, April 18, 1943, and attended church services with 3400 officers and men in the camp gymnasium., 04/18/1943. Photo courtesy of the Franklin D. Roosevelt Presidential Library and Museum.*

### Questions to Think About

1. Describe the people you see in this picture.
2. Why do you think President Roosevelt wanted to tour Camp Robinson?
3. Why do you think these soldiers were at Camp Robinson in 1943?

## JEHOVAH'S WITNESSES IN WORLD WAR II ARKANSAS

People that refuse to join the military for religious reasons are known as conscientious objectors. There have been conscientious objectors throughout American History. In World War II the military made certain exceptions for religions that had long been recognized as conscientious objectors. Members of these religions - the Quakers and the Mennonites - were allowed to serve in non-combat roles, or not serve at all, depending on their beliefs.

There was a religion that was not as well known as the Quakers or the Mennonites but that also had conscientious objectors. These people were called Jehovah's Witnesses. Part of the beliefs of Jehovah's Witnesses was a strict interpretation of the Bible verse, "Thou Shalt Not Kill." Jehovah's Witnesses also did not believe in saluting the flag, which was considered a very important patriotic gesture by most Americans at the time.

Jehovah's Witnesses ran into problems in Arkansas, as well as other areas. In one incident, a farmer went to the town of Marshall to get federal relief goods for his family. A worker at the welfare office suspected the man was a Jehovah's Witness and demanded that he salute the flag before getting his benefits. The man refused to salute the flag. He stated that he believed in the ideas behind the flag, but that the flag itself was only a "rag." The man was denied benefits and also arrested under a law passed during the First World War that made it a misdemeanor to insult the flag. He was fined \$50 and sentenced to twenty-four hours in jail.

Jehovah's Witnesses faced other difficulties around the state. In some instances Jehovah's Witnesses were attacked as they tried to distribute religious literature or hold meetings. In order to curb the activities of Jehovah's Witnesses, two towns in Arkansas went so far as to require anyone who wanted to preach, distribute literature or make public speeches to get permission to do so. Local draft boards also denied most Jehovah's Witnesses official conscientious objector status, telling some that they would join the army or go to jail.

### Questions to Think About

1. How does the above passage relate to the Four Freedoms? Were Jehovah's Witnesses denied any of the Four Freedoms? If so, which ones?

2. How is what happened to the Jehovah's Witnesses similar to what happened to Japanese Americans in the relocation camps? How does it differ?

## Lesson 6: Arkansans React to the Camps

### OVERVIEW

This lesson examines the varying reactions of Arkansans to the incarceration of over 16,000 Japanese Americans at Rohwer and Jerome.

### OBJECTIVES

- Students will understand how various Arkansans reacted to the Japanese Americans imprisoned by the government at the camps at Rohwer and Jerome.
- Students will demonstrate their knowledge through completion of a practice ACTAAP writing prompt.

### GUIDING QUESTION

How did Arkansans react to Japanese American incarceration at Rohwer and Jerome?

### ARKANSAS HISTORY FRAMEWORKS

TCC 1.2, 1.3, 1.4, 2.3

PPE 1.1, 1.2, 2.1

PAG 1.1, 1.2

SSPS 1.1, 1.2, 1.4

### MATERIALS

Lyrics to “You’ve Got to be Carefully Taught” (copy on to overhead transparency)

Newspaper Article from *Arkansas Gazette*: “Relocation Center for Japs Torn by Waste and Turmoil” by Eugene Rutland.

*Arkansas Gazette* letter to the editor “Irked by Complaints of ‘Coddling’ of Colonists at Rohwer”

Post-Itä notes (several for each student)

Concluding Activity: ACTAAP Writing Practice (1 copy per student)

### BACKGROUND INFORMATION

On February 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066 effectively forcing more than 110,000 people of Japanese American descent from their homes to 10 relocation centers. Although no credible evidence existed that Japanese Americans posed a threat to national security, on the West Coast there was a long history of suspicion and prejudice against Japanese American residence that had incited fear and racism after Pearl Harbor. The War Relocation Authority confined the Japanese Americans to centers in California, Utah, Idaho, Wyoming, Colorado, Arizona, and Arkansas.

It is not easy to generalize how Arkansans felt about their new neighbors at Rohwer and Jerome. If statements by Governor Homer Adkins are indicative, many felt a strong sense of racism towards their new neighbors. Yet few Arkansans had direct experience with people of Asian ancestry. Opinion overall varied. A group of ministers from Hendrix College believed

it was their Christian duty to welcome the new residents to their state. Opinion also changed over time. At first, suspicion and wartime hysteria led some to fear for their safety and speak out strongly against the camps. But over time, as residents of Arkansas had limited encounters with Japanese Americans, public opinion changed. By 1944 and 1945, local businesses in the Arkansas Delta even took out advertisements congratulating students in the high school yearbooks.

## OPENING

Share the lyrics from the song, “You’ve Got to be Carefully Taught” from the musical *South Pacific*, either by photocopying them onto a transparency and using on an overhead projector. (The lyrics could also be written on the board.) After reading the lyrics, ask the students what they believe the songwriter’s message is.

What tone is the lyricist using? Is he serious or sarcastic?

What should we be carefully teaching children?

## ACTIVITIES

### 1. Conflicting Reports

Have the students examine the newspaper article from the *Arkansas Gazette* entitled “Relocation Center for Japs Torn by Waste and Turmoil” and the letter to the editor by a Japanese American inmate entitled “Irked by Complaints of ‘Coddling’ of Colonists at Rohwer” [The article actually dealt with Jerome] As students read, have them use Post-It notes to write down questions they think of as they read. You may choose to use shorter excerpts of the article, or substitute the PowerPoint presentation of Governor Homer Adkins’ reactions to the camps (from the CD-ROM; questions appear with the documents) instead of this activity.

Ask students the following questions:

What complaints did Arkansans have about the camps at Rohwer and Jerome?

Were these complaints based on fact?

How did the letter written by the Japanese American dispute some of the claims made in the article?

### 2. Outside Influences.

Discuss the similarities and differences in the two articles. Then, view the documentary video *Time of Fear* from 26:33 to 29:33 (three minutes). Ask students why they think many Arkansans felt prejudice towards the Japanese Americans. During the discussion, point out how opinions can be shaped by the news media and other forms of mass communication. Discuss how we are each taught about prejudice and discrimination, noting the lyrics of the song that opened the class discussion. Ask students the following question, “Where do we get ideas about people from other ethnic groups or cultures?” Some examples they might give are movies (Disney might have its own category), family, church, Internet, friends, or teachers.

3. Direct students to the ACTAAP writing prompt sheet and have students complete the exercise.

## CLOSING

Return to the lyrics of “You’ve Got to Be Carefully Taught” and discuss our responsibilities today. Have the students reflect on how their understanding of the lyrics may have changed during the class lesson. Share the lyrics of another song about what you believe student should be “carefully taught” about racism and prejudice. Discuss with students how they can break down racial stereotypes and prejudice. Have students offer suggestions of how this applies to their lives.

## EXTENSIONS

Show the Governor Adkins PowerPoint from the CD-ROM and have students answer the questions that accompany each document as a class.

Have students create songs, poems, skits or other creative writing pieces to demonstrate their feelings on racism and prejudice.

Research current events and have students find an article concerning the living conditions prisoners of war or political detainees. Compare and contrast the current event to one of the primary sources.

## REFERENCES

Ickes Harold L, “The Secret Diary of Harold L. Ickes,” Manuscript Reading Room, Library of Congress, Washington, D.C.

Anti Japanese War Propaganda Posters

<http://mcel.pacificu.edu/as/students/propoganda/top.html>

# You've Got to be Carefully Taught

by Richard Rodgers and Oscar Hammerstein II

[Note: This text was unavailable for inclusion in the on-line version of this curriculum.]



[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

# Relocation Center For Japs Torn By Waste And Turmoil

Denson, Ark., Setup Is Far From Utopian Goal—Correspondent Says Evacuees Toss Food Away And Make

No Effort To Aid Selves

By EUGENE RUTLAND

Staff Correspondent

DENSON, Ark., Jan. 2.—Dreams of an ideal relocation center where some 8000 Japanese-American West Coast evacuees would be almost self-supporting for the duration, have turned into a nightmare of confusion, waste of food, slow-down strikes, refusal to work and threats against construction workers at the Jerome Relocation Center. The evacuees began moving into the center here on Oct. 8.

Investigating reports of "deplorable conditions and silk glove handling of evacuees" from high officials of the Rife Construction Co. and the United States Engineers at the Center, The Commercial Appeal learned that:

Three truckloads of Japanese evacuees recently cornered H. H. Hobbs, assistant area engineer, United States Engineers, and Leonard Ball, foreman, and threatened to kill them during a "cuss-fest" at an isolated spot in the camp before military guards who were helpless to intervene inside the center.

## They Throw Food Away

War Relocation Administration officials are having difficulty getting coal unloaded from railroad

cars and trucked to the block kitchens because the Japanese-Americans "do not like to handle coal." The coal is used to fire the stoves used in preparing meals for the evacuees.

Japanese-American cooks and their assistants are wasteful or careless in preparation of food, throwing away much food that is edible. An inspection of garbage pails showed evidence of this.

Reputable officials of the construction company reported that one of the men hauling garbage from the camp found partial sacks of potatoes, quantities of oranges, apples and grapefruit in good condition in the garbage pails.

## Supplies Sabotaged

Paul Taylor, project manager, said that he would begin an investigation of the alleged sabotage of the food supplies at the center.

On Dec. 16 the project manager asked for 300 volunteers to chop wood to relieve a critical fuel shortage. Thirty-seven responded on the next day and on Dec. 18, "Communique" official bulletin of the center said that Mr. Taylor "expressed his satisfaction of the

(Continued on Page 17)

# Relocation Center Of Japs Torn By Suspicion, Strikes, Threats, Waste And Turmoil

## Denson, Ark., Setup Is Far From Utopian Goal— Correspondent Says Evacuees Toss Food Away And Make No Effort To Aid Selves

(Continued From Page One)

signup and declared if volunteers continue to come in, the critical wood situation would be solved in a short time.

### Demurrage Charges Mount

Construction officials reported that the evacuees "knock off" whenever they like to have tea. The Communique said, "The serving of hot tea to men on the wood detail was started yesterday (Dec. 17)."

The American Association of Railroads has protested the delay in unloading carloads of lumber at the center. Reports from construction officials were that the demurrage charges on the lumber totaled more than \$3000.

Evacuees refused to unload the lumber at first but finally agreed to unload the cars. They threw the lumber into water filled ditches along the tracks instead of stacking it. The lumber is for the construction of schools at the camp.

WRA has had to issue a special contract for clearing a space for a drainage ditch. A crew of 90 evacuees felled six trees in a day.

Carpenters Union No. 690 has protested to Senators Caraway and McClelland and Representative Norrell and WRA Director Myer over plans to use Japanese-Americans in the construction of work totaling \$120,000 at the Center.

### Material Stolen

WRA is planning to give indefinite furloughs to 25 per cent of the evacuees who can find employment.

Many school teachers are on the pay roll and no schools are in operation.

Thefts of material from contractors have been reported to WRA authorities and no action has been taken.

Recently these reports were presented to Mr. Taylor, Robert A. Leflar, project attorney, and Charles Lynn, public relations officer and they discussed the reports freely.

Mr. Taylor denied at first that there were any difficulties between the workers and evacuees but when told of the threats against Mr. Hobbs admitted that there had been a misunderstanding.

"We had some of the evacuees working on the back section," said Mr. Taylor. "At the hearing the evacuees said that Mr. Hobbs began the argument, which turned into a 'cussfest,' and that Mr. Hobbs and Mr. Ball left."

Mr. Hobbs, who is Col. A. M. Niemz' representative at the center, said that he told an evacuee truck driver to move his truck out of the way so he could get past. Colonel Niemz is head of the United States Engineers force which is in charge of construction of the camp.

"When he didn't do it I got out to see what was the matter and two other Japanese truck drivers loaded with evacuees cornered our truck," Mr. Hobbs said. "They jumped out of the truck and began hollering, 'kill them, kill them.' We got back in the truck and worked

our way free and reported the incident to Mr. Taylor."

#### Police Looked On

Mr. Hobbs said that the WRA official told him that he was sorry that he couldn't help him because it happened on a United States Reservation and urged him to handle the Japanese with care. Mr. Hobbs said that the driver did not get so much as a reprimand from the project director.

"We have taken the boy off the truck," said Mr. Taylor.

Mr. Hobbs said that the incident took place in full view of the Military Police, but they are not permitted to come within the center proper without a request from the project manager.

E. B. Whitaker, field director of the WRA, said the reason the military police do not patrol the inside of the center is because it would take too many soldiers, who are needed elsewhere. There is an internal security division of the WRA which has charge of the policing inside the center. This division is headed by one man with some assistance from the evacuees. Mr. Whitaker said it is planned to have additional white officers but he had not been able to obtain them yet.

Mr. Taylor said that the WRA is having some difficulty getting the Japanese-Americans to unload coal because they don't like to handle it. He said that he got a group of them to unload the coal. Reputable persons at the center said that this group sat down and unloaded the coal lump by lump instead of using shovels.

Asked about the reported partial sacks of potatoes and fruit found in the garbage pails, Mr. Taylor said that he had not heard that report before and pointed out that "it would only mean that some of the evacuees would go hungry."

O. E. Owens, Dermott farmer, who pays the center approximately \$25 a week for the privilege of hauling the garbage from the center, told *The Commercial Appeal* that he had found partial sacks of food in the garbage pails.

#### "Waste Is Terrible"

"The waste there is terrible and something ought to be done about it," Mr. Owens said indignantly. "They waste enough there every day to feed the entire town of Dermott."

Officials of the center have already discussed the food situation with Mr. Owens. He is feeding more than 700 hogs daily with the garbage he gathers at the center.

Accompanied by James Mattux, superintendent, and Dick Yount, supervisor of the Rife Construction Co., who were inspecting some of the buildings this week, this reporter saw in several of the garbage pails vegetables that had been mutilated and thrown away.

Commenting on the delay in unloading and stacking the lumber, and the complaint of the American Association of Railroads, Mr. Taylor said, "we could have complained about them getting too many cars in at one time. We couldn't handle it. I don't know what the demurrage charges are and will not until the bills come."

We saw some of the lumber still in the ditches along the railroad getting water soaked. Some of it still lay scattered and hundreds of the evacuees were loafing, which seems to be a pastime at the center.

Mr. Taylor said that the special contract for clearing the way for the drainage ditch was let because the center was not geared to handle trees and stumps in water. He had no comment to make on the report that 90 evacuees cut only six trees in a day.

This report was verified by Linwood Smith, of Lake Village, Ark., the drainage contractor.

Under proposed plans the WRA will use evacuees to build three schools, and more than 10 administration buildings. The cost will be about \$120,000. Carpenter's Union No. 690 has protested against this.

The evacuees have already begun construction on the administration buildings, which are about 20 x 100 feet. In five weeks a crew of at least 30 men have succeeded in erecting the framing for one building and the floor on a second. The foundations were laid by the Rife Construction Company at the request of the WRA.

Construction officials said that the buildings could be erected in a few days with trained workmen and at a saving to the taxpayers.

Without school buildings the staff of teachers is having little to do. Folding chairs were received only a few days ago.

An intelligent Japanese-American, who had a responsible position in California and who is a college graduate, said that the "WRA has seen it has made a mistake and is making arrangements to let out about 25 per cent of us."

"I believe that they made a mistake by not waiting until the Tolen Investigating Committee report was finished before setting up these large camps. We are not working and it demoralizes us," he said.

### Japs Want To Farm

"If they had put us in small inland camps and let us farm we would be producing a lot of food. As it is it's killing ambition of those of us who want to work."

Construction officials said that they have received little or no cooperation from WRA officials in recovery of stolen equipment and tools. A foreman said that two kegs of nails and 10 boxes of hardware were stolen from a warehouse.

Mr. Taylor paid scant attention to this report saying that "they were reported stolen from a center and that the evacuees had little use for the hardware."

Construction officials, who have been erecting the center for six months, were critical of the "silk-glove" treatment that the WRA officials are giving the evacuees.

A survey of the warehouses at chases through the War Department the Japanese-Americans are getting first class meats, the same kind served men in the armed forces. In the center's large and modern cold storage plant are thousands of pounds of first class beef and lamb, crates of fruits, celery, oranges, apples, fresh vegetables and hundreds of pounds of bacon and hams.

One of the Japanese chefs said that meat is served twice a week in the form of steaks or stew. An order of 21,000 pounds of beef is used every three weeks. The cen-

#### Questions for discussion:

How do you believe Arkansans would have reacted to this newspaper article? Would they be sympathetic or angry?

How did this article contribute to prejudice and discrimination against Japanese Americans incarcerated in Jerome?

## Lesson 7: What Next?

### OVERVIEW

This lesson examines the closing of the camps at Jerome and Rohwer and the resettlement of Japanese Americans through the geographic theme of movement. Students will examine excerpts from oral histories and student writings and view parts of the documentary video *Time of Fear*.

### OBJECTIVE

Students will demonstrate an understanding of the closing of the camps and resettlement of Japanese Americans through a short essay similar to those written by Japanese American students at Rohwer.

### GUIDING QUESTION

What were the experiences of Japanese Americans during World War II?

### FRAMEWORKS

TCC 1.2, 1.3, 1.4

PPE 1.4, 2.5, 2.6

PAG 1.5

SSPS 2.2, 2.3

### MATERIALS

Copy of brochure from the Wilson plantation reproduced following this lesson - copy on to overhead transparency or project image using computer, data projector, and CD-ROM  
Documentary video *Time of Fear*, television, and VCR  
Excerpts from student essays and oral histories

### BACKGROUND INFORMATION

During the war, students who had gained entrance to a university and those who found jobs and received clearance from the government were allowed to leave camp to resettle outside of the West Coast. Many left camp with little more than their luggage, a few dollars, and a bus ticket.

Jerome was closed on June 3, 1944. Inmates from Jerome went to Rohwer or one of the other eight camps, or resettled to other parts of the United States outside of the Military Exclusion Zones. After Japanese Americans left Jerome, it functioned as a Prisoner of War camp for POWs from the European theater. Rohwer closed on November 30, 1945. After it was closed, 120 acres were deeded to the local school district and the remaining land was sold to farmers or veterans. Equipment and buildings were sold to bidders from across the country.

Resettlement was a difficult process for Japanese American families. Many returned to

California and were forced to start over again with only the possessions they had carried to camp. Others looked for new homes and jobs throughout the United States. Only a few families chose to stay in Arkansas and some moved to Scott, Arkansas, where they worked as farmers. Today, only one family remains: the family of Sam and Haruye Yada. The Yadas moved to North Little Rock in 1953 from Scott, where they operated a successful nursery. But starting over was difficult for the Japanese Americans. All faced discrimination and hard times as they worked to rebuild their lives.

After the war, many Japanese Americans were reluctant to speak out against the injustices they suffered. The Civil Rights Movement helped renew the interest in fighting for government redress and reparations. In 1988, President Ronald Reagan signed the Civil Liberties Act into law, issuing a formal government apology to those Japanese Americans who were imprisoned by the government and providing a token \$20,000 in reparations to those who were still living.

#### OPENING

Show students the image of the flyer from the Wilson Plantation [reproduced following this lesson]. Pose the following questions to students: Why do you think the owners of Wilson Plantation created this brochure? If you and your family had been incarcerated at Rohwer and Jerome, how would you have responded to this brochure? Where do you think you might have gone once the camps closed? Why?

Explain that the U.S. Supreme Court ruled in December 1944 that loyal American citizens could no longer be kept from returning to their homes. The War Relocation Authority prepared to close all of the camps. Japanese and Japanese Americans had to decide where they would go. Some inmates returned to the West Coast and attempted to rebuild their lives, while others chose to resettle in the Midwest or East Coast. Only a few families chose to stay in Arkansas. Remind students that Governor Adkins did not want Japanese Americans to remain after the war. The brochure shows that not all Arkansans shared his opinion. Ask students whether they would have wanted to stay in Arkansas, return to California, or start over in a new city elsewhere in the U.S. Discuss the difficulties involved in starting over.

#### ACTIVITIES

1. View the documentary video *Time of Fear* from 32:00-36:00 and from 50:00 until 52:47 (approximately 7 minutes). These sections of the documentary discuss the following subjects
  - a) Nisei (younger generation) moving to colleges & to take jobs (32:00-36:00)
  - b) Closing of the camps and resettlement (50:00-52:47)

After viewing the documentary, have students reflect upon whether they would have a) left camp to attend college, take a job, or join the military or b) stayed in camp with their families. Discuss possible motivations for each of these actions, and compare student responses to the responses of those interviewed in the documentary.

2. Have students read the excerpts from oral histories and student writings about re-settlement, or read them aloud. Compare these documents with the experiences of those in the documentary. Have student answer the questions below the excerpts individually, with a small group, or as a class.

#### CLOSING

Close by reading the student essay “I Took it All for Granted” (reproduced after this lesson – copy on to an overhead transparency). Ask students to consider the things they take for granted.

Locate on a U.S. map the places mentioned by the student in this essay.

Have students pretend they are Japanese Americans who have just learned the camp will be closing soon. They should write a diary entry or a letter to a friend explaining

Where they think they will go now

How the war has impacted them

Remind students that they should refer back to the documentary and the excerpts from writings and oral histories for examples of how different Japanese Americans reacted to the closing of the camps.

This diary entry or letter can be used as part of their final project.

#### REFERENCES

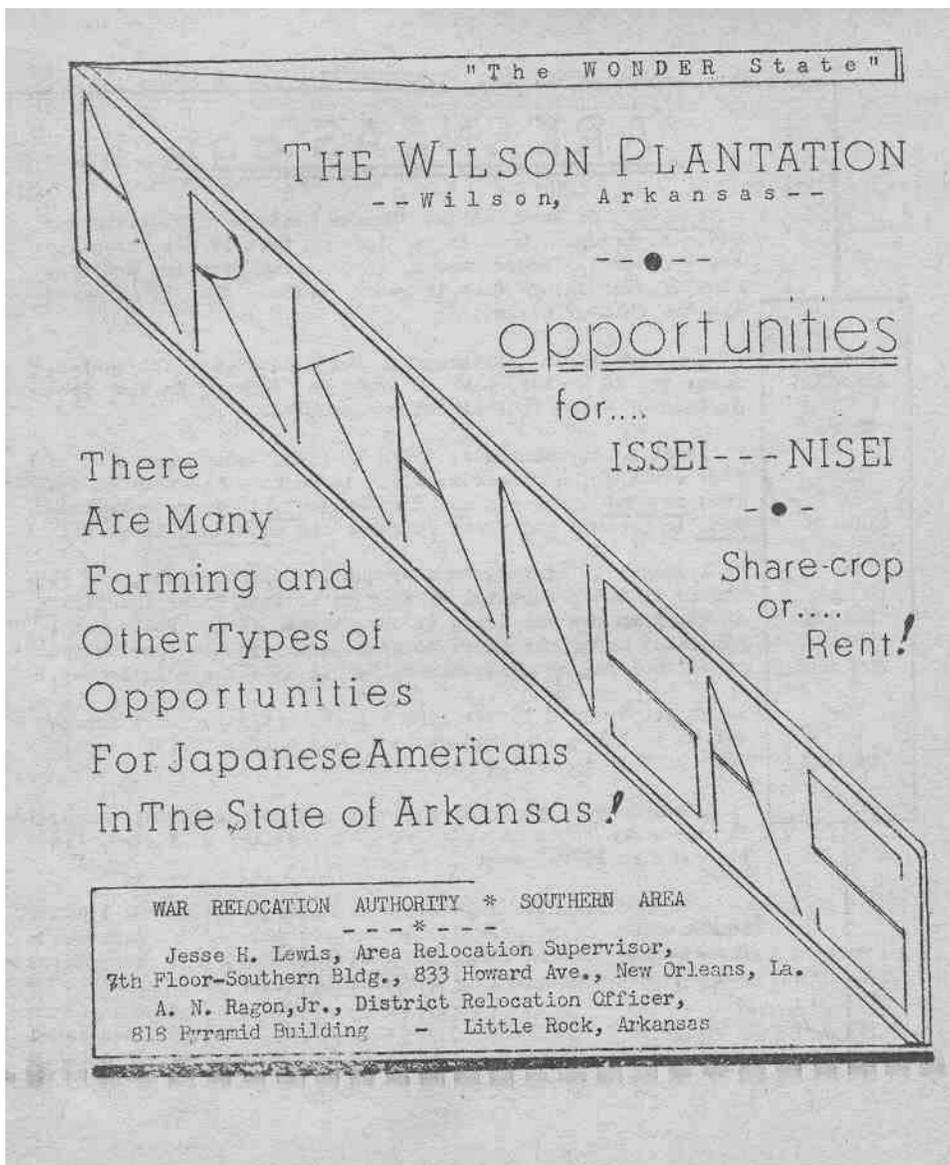
On the *Life Interrupted* primary source documents CD-ROM, see

Roy Uno interview, REgenerations Oral History Project

“Collected Thoughts”

“California Opens”

“My Feelings”



*Brochure from Wilson Plantation, Wilson, Arkansas  
Courtesy of the University of Arkansas, Fayetteville, Special Collections Department*

## LESSON 7: WHAT NEXT?

### EXCERPTS FROM STUDENT ESSAYS AND ORAL HISTORIES

#### Camp Closing

“What have we got to return for? For me I have still got a home, car and most of all a business, but what of these people that have sold all these goods? They have nothing to return for. In my opinion they should remain some place in the east, where they have opportunity and the racial discrimination is much lower than in California.”

– Sami Murishi, Rohwer student

“When this news was sprung upon us, I had a wonderful feeling...How long I have waited for this moment. But now I feel that I can’t leave this barrack-like city. There are friends who are dear to separate from, friends who I laugh with, played with, and even cried with. How am I going to leave this center with a happy heart? Maybe happy because I am going back to our dear town. But will I be happy there? What will be in store for us there? Somehow I cannot even imagine how it would be back home....”

Regardless how I feel, I know this. Camp life has built for me in three years something that I would never have obtained in a lifetime. It taught me that we could all face and must face difficulty. Everything isn’t going to be a bed of roses to us...”

— Missa Nakauchi, Rohwer student

#### Resettlement

*“They paid for fare to Chicago for us, but other than that...I remember we pulled into the Dearborn Station in Chicago, which is just south of the loop. We came out of the station like two typical tourists and looked up at the tall buildings, and we didn’t know where to start. So we took a cab and he gave us a good run around. But it didn’t take us too long to get our bearings and get situated.”*

– Roy Uno, REgenerations Oral History Project interview

*“It was probably the most difficult time for me, personally, in terms of reestablishing ourselves, and so forth. Because you have to remember that when we were in camp for three years, we weren’t exposed to the kind of movies and radio programs [that were aired] about the Japanese. And suddenly here you would have a Japanese face in an all-white classroom in Utah, of all places, where [they had] very few Japanese anyway, to begin with.*

The amount of discrimination that I personally faced in junior high school was very, very difficult. Every day was a fight to get home – I mean physically – being spit upon in the hallways and things like that were common occurrences initially, until my classmates got to know me, and we played together, and so forth. But it was very difficult to get reestablished.

*The place we were living was literally a shack. It didn’t have running water, had electricity, and it was a dirt floor. And I still remember taking apart Life magazines, and boiling rice so*

*that it makes a paste, putting it on the Life magazine and sticking it on the walls. That was our wallpaper... ”*

— Paul S. Sakamoto, REgenerations Oral History Project interview

### Questions to Think About

1. What were some of the difficulties faced by Japanese Americans due to the closing of the camps and the process of rebuilding their lives?
2. To which different locations did these individuals go after the camps closed?
3. How do you think the experiences of Japanese Americans during World War II impacted their lives following the war?

LESSON 7: WHAT NEXT?

“I Took It All for Granted”

I have roamed all over the Pacific Coast from Mexico City to the Canadian border. I’ve slept under the towering, majestic redwoods; I’ve swum in the crystal clear Big Bear and Arrowhead lakes; I’ve gotten sick on the blue open Pacific; I’ve frozen in Snow Valley and cooked in the great Death Valley.

I have heard the Philharmonic orchestra and danced to the music of famous bands; I’ve seen hundreds of famous movie stars; I’ve rubbed elbows with famous people at Santa Anita Races.

There isn’t much I haven’t done in California, but I took it all for granted. When I get back, I’ll appreciate it all....I think this war will make a better human being out of me. I’ve never thought of things I dream of now. When I think back, then I look ahead at the dark future, I sometimes wonder...

—17 yr. old student at Rohwer, 1945

## Lesson 8: Paying Tribute

### OVERVIEW

This lesson addresses how Arkansans and Japanese Americans have paid tribute to those Japanese Americans who were forcibly relocated by the government to camps in Arkansas.

### OBJECTIVES

Students will be able to answer the guiding question, “How does Arkansas remember its World War II past?” after examining photographs and a newspaper article.

### GUIDING QUESTION

How does Arkansas remember its World War II past?

### ARKANSAS HISTORY FRAMEWORKS

TCC 1.2, 1.3

PPE 1.1

SSPS 1.1, 1.4

### MATERIALS

Copies of the article “A Monument Recalls Hatred Born of War”

Photo Sheets of Camp Monuments

Documentary video *Time of Fear*, television, and VCR

### BACKGROUND INFORMATION

The imprisonment of Japanese Americans during World War II was one of the most serious government violations of civil rights in American history. While no simple reason explains why it happened, several studies have concluded the policy evolved from racism, wartime hysteria, and the failure of political leadership. No matter what the explanation, the damage was permanent. For Japanese Americans, the experience created deep distrust in the government. For many families, parents were unable to discuss incarceration with their children. Although the Civil Liberties Act of 1988 included a formal apology to Japanese Americans for their World War II mistreatment, provided individual payments for camp survivors, and established a community fund to promote civil liberties education, it did very little to alleviate the profound humiliation and pain suffered by Americans of Japanese ancestry.

The camps at Jerome and Rohwer closed in 1944 and 1945 respectively. Little evidence remains at either site of the incarceration that took place. At Jerome, a smokestack from the hospital complex, a concrete tank from the disposal plant, and some barrack foundations are visible from U.S. Highway 165. A cemetery and monuments dedicated to Japanese American soldiers and built by inmates during the war mark Rohwer. A granite memorial stands at Jerome and two modern monuments tell the story at Rohwer. In 1992, the cemetery at Rohwer was named a National Historic Landmark.

## OPENING

Discuss the phrase, “paying tribute.” When do we use this phrase? To what kinds of accomplishments or triumphs do we pay tribute? Ask students to brainstorm the ways in which we pay tribute to people and events. Write the list on the board. [Answers may include erecting a monument, writing a poem or song, creating a postage stamp, naming a building, etc.]

## ACTIVITIES

1. Show a short clip from the documentary video *Time of Fear* from 48:53 until the end of the film. (approximately 6 minutes). Ask students to take notes on the different ways in which Arkansans and Japanese Americans remember the camps at Rohwer and Jerome. Briefly discuss the redress and reparations movement. Ask students whether they feel monetary reparations were an essential part of the government’s official policy. Poll students as to whether they would have been in favor of or opposed to monetary reparations if they were a former inmate of Jerome and Rohwer.

2. Distribute the photo sheets with questions. Explain that the monuments were erected in memory of those inmates who died in the camps and those who died in the military. Have students work in pairs or groups to examine the photos and answer the questions. Then, read the excerpts from the article, “A Monument Recalls Hatred Born of War” from the *Arkansas Democrat*, December 22, 1972. According to the article, what did Arkansans think of the monuments? Do you think opinions have changed from 1972 until today? Why or why not?

## CLOSING

Ask students how they would pay tribute to the Japanese Americans at Rohwer and Jerome? What should happen to the camp sites? Have students design a monument, piece of artwork or write a poem that pays tribute to the Japanese Americans who were incarcerated at Rohwer and Jerome.

## EXTENSIONS

Ask students to interview family or community members to see how they remember the experiences of Japanese Americans in Arkansas during World War II. Compile a class list of answers.

Have students examine the website <http://www.lifeinterrupted.org>. This web site has information about the camps and is an example of how the Winthrop Rockefeller Foundation and the UALR public history program have remembered the camp.

Do further research on some of the prominent people who played a role in the redress movement. For example: U.S. Sen. Daniel Inouye, U.S. Secretary of Transportation Norman Mineta, Michi Weglyn, and President Ronald Reagan. Examine their roles in the redress movement.

## REFERENCES

Directions for reaching the camps sites are listed below. Mini-grants from the Arkansas Humanities Council are available for field trips to the camp sites taken in conjunction with this unit. Contact the Arkansas Humanities Council at (501) 221-0091 for more information.

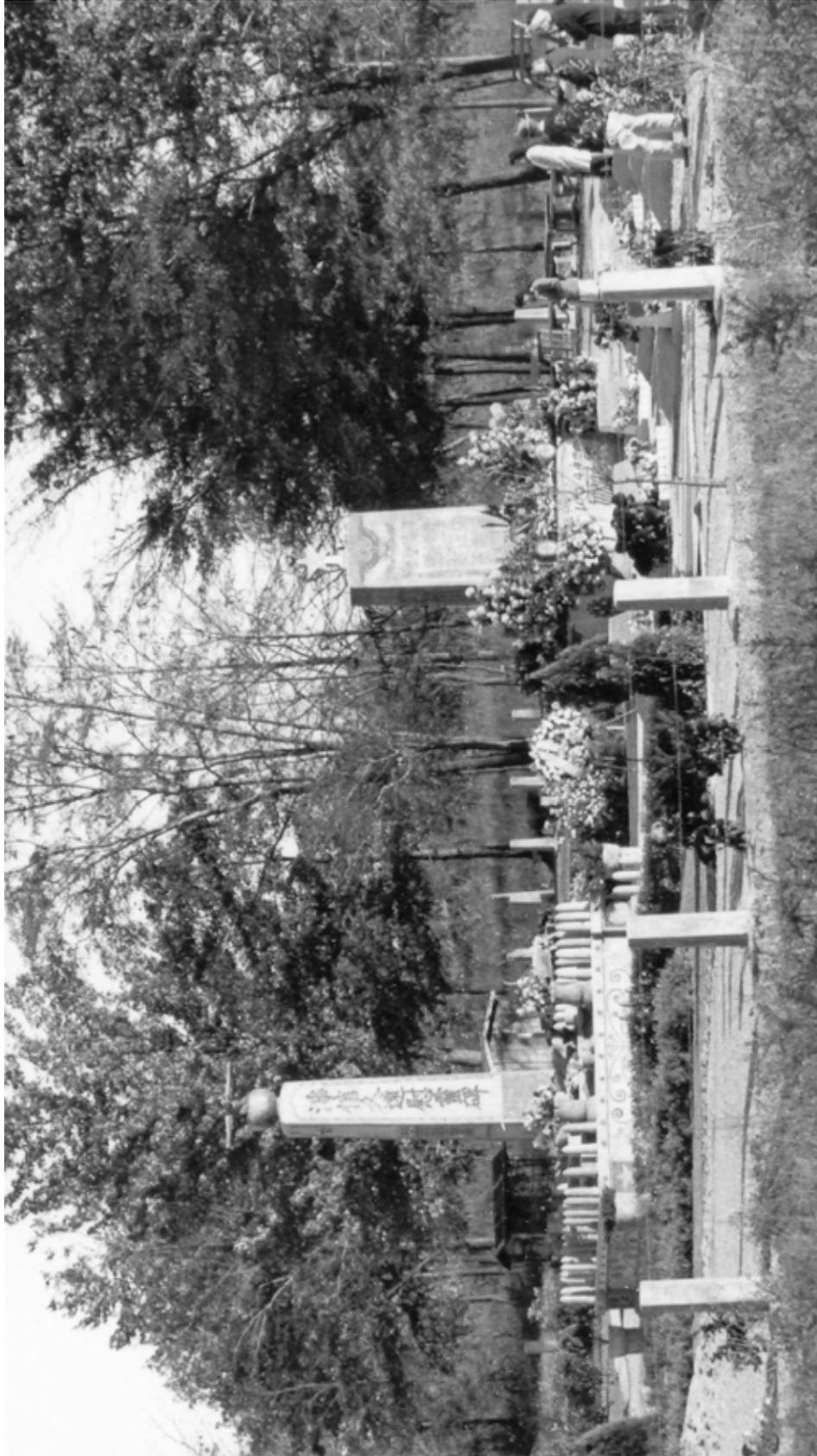
**Driving directions from Little Rock to Rohwer.** The total distance is 116 miles and driving time is two hours and 42 minutes. Take US-65 South/US-167 South to Pine Bluff. Then merge onto I-530 South. Travel approximately 46 miles. I-530 South becomes US-65 South. Take US 65 South to McGehee. Travel approximately 55 miles. Take the AR-1 ramp and keep left at the fork in the ramp. Turn left; it is a slight left, onto AR-1. Travel approximately 11 miles to Rohwer. Turn left on Vogel Lane. You will go over the railroad tracks. The Memorial Cemetery is directly ahead.

**Driving directions from Little Rock to Jerome.** The total distance is 123 miles and driving time is two hours and 45 minutes. Take US-65 South/US-167 South to Pine Bluff. Merge onto I-530 S. Travel approximately 46 miles. I-530 S becomes US-65 South. Take US-65 South to McGehee. Travel approximately 55 miles. Travel through McGehee. US-65 South becomes US-165. Take US-165 South approximately 12 miles. The Jerome site is on the right. The monument is beside the road.

[Note: This text was unavailable for inclusion in the on-line version of this curriculum.]

[Note: This text was unavailable for inclusion in the on-line version of this curriculum.]

LESSON 8: PAYING TRIBUTE  
PHOTO SHEETS



*Rohwer Cemetery Then. Courtesy of the Mattie Lou Leflar Jameson Collection*

Questions to answer in groups.

1. Study the two photographs of camp monuments and form an overall impression. Next, divide each picture into four parts and look for details. Then, make a chart with three columns: people, object and activities. Look at each photograph again and list important details in each column.
2. Compare and contrast the two different photographs. What is similar? What is different? What can you learn about the photos when you compare them to each other?
3. Write down any questions the photographs inspire you to ask.
4. Read the article, “A Monument Recalls Hatred Born of War.” How does the author describe the way Arkansans remember this chapter of their state history? Do you think things have changed since 1972, when the article was written? Explain.
5. If you were going to design a monument to Japanese Americans, what would it look like?



*Rohwer Cemetery Now: Courtesy of Drew Harris. Photo by Drew Harris*

## Lessons 9-10: Conclusion and Student Project Gallery Tour

### OVERVIEW

These lessons will allow students to share projects with other students and draw conclusions related to the unit's essential and guiding questions.

### OBJECTIVES

Students will complete work on a culminating project that demonstrates their mastery of the essential and guiding questions of the unit.

### GUIDING QUESTIONS

What were the experiences of Japanese Americans during World War II?

What was it like to live in Arkansas during World War II?

How did Arkansans react to Japanese American incarceration at Rohwer and Jerome?

How does Arkansas remember its World War II past?

### FRAMEWORKS

TCC 1.2, 1.4

PPE 1.2, 1.3, 1.4, 1.6, 1.7, 1.8

PAG 1.1, 1.3, 1.4, 1.5, 1.8, 1.9

SSPS 1.1, 2.1

### MATERIALS

Space to exhibit student projects and paper for “gallery tour” comments

“Four Freedoms” chart (1 copy per student)

Documentary video *Time of Fear* and television/VCR

### OPENING

Ask the class the essential question for the unit: “How did World War II impact Arkansas?” Write their answers on chart paper, board or overhead transparency. Tell the students that they will now see individuals’ projects, which illustrate different answers to the essential question.

### ACTIVITIES

Day 9: Students have time in class to finalize work on their projects.

Day 10: Students present projects to their peers or students participate in a “gallery tour”.

Gallery Tour Activity: Move the desks to the outside edges of the classroom. On each desk or table, have students place their projects. Next to each project, place several sheets of paper labeled “comment form”. Have students stand in front of their projects, holding only a pen or pencil with which to write. Then, have students rotate clockwise to the next project. They should spend the next 3-5 minutes silently looking through a classmate’s project. While

looking through the project, they should write at least three comments on the comment form. Suggested responses might include, “The thing I liked most about your project was...”; “Something you might do to make your project even better would be...”; “One thing I found interesting was...”. After the allotted time has passed, have students rotate to another project. At the end of the period, collect the comment forms. Students can receive a participation grade for their comments. After you review the comments, return them to students along with their projects.

#### CLOSING

Show the conclusion of the documentary video *Time of Fear* from 52:45-55:00. This section discusses the government redress and reparations, culminating in the 1988 Civil Liberties Act.

Using the “Four Freedoms” graphic organizer, have students list each of the four freedoms and explain how each freedom was guaranteed and/or *not* guaranteed to Japanese Americans and Arkansans during World War II. Students should draw these conclusions upon what they have learned from this unit.

“FOUR FREEDOMS” IN ARKANSAS DURING WWII

THE FOUR FREEDOMS	GIVE EXAMPLES OF HOW THIS FREEDOM WAS <i>GUARANTEED</i> or <i>NOT GUARANTEED</i> FOR JAPANANESE AMERICANS	GIVE EXAMPLES of HOW THIS FREEDOM WAS <i>GUARANTEED</i> or <i>NOT GUARANTEED</i> FOR ARKANSANS
1.		
2.		
3.		
4.		