

Geography and the Japanese American Experience in WWII Arkansas

Teacher Overview

This unit, *Geography and the Japanese American Experience in WWII Arkansas*, was written for middle school geography teachers. Teaching the unit in its entirety would require 10 classes, or 5 class periods on the block schedule, although lessons or activities could be used separately as well. The unit is based around an essential question, which students should be able to answer by the end of the lessons. This type of curriculum writing, advocated by educators such as Heidi Hayes Jacobs and Grant Wiggins, encourages students to think critically and ties units together so that all activities are linked to a common goal. The culminating project for this unit is a research and reflection project in which students assume the identity of a Japanese American student during WWII and answer the unit's guiding questions in the form of a diary or scrapbook. Teachers may wish to use the unit at the end of the year to review the five themes of geography and tie them to an important event in U.S. and Arkansas history. Teachers may wish to draw additional information and/or activities from the middle school Arkansas history unit, the Rights and Responsibilities unit for U.S. history and civics, or the elementary Journey Home curriculum.

Materials provided for use with this unit include the following:

- Unit plan for two weeks with reproducible student activity sheets
- CD-ROM with primary source documents related to the Japanese American experience during WWII
- 56-minute documentary *Time of Fear* about the Japanese American experience in WWII Arkansas

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

Geography and the Japanese American Experience in WWII Arkansas

Unit Map

ESSENTIAL QUESTION

How did the geography of the Arkansas Delta shape the Japanese American experience in World War II?

GUIDING QUESTIONS

1. What were the experiences of Japanese Americans during World War II?
(Lessons 1,2,3)
2. How did the geography of the Arkansas Delta differ from that of the West Coast?
 - a. Location/ Region (Lesson 4)
 - b. Place (Lesson 5)
3. How did Japanese Americans impact the landscape at Rohwer and Jerome?
(Lessons 6, 7)

Lesson 1: Freedom for Everyone

Lesson 2: Forced Migration to Arkansas (Movement)

Lesson 3: “A Long and Weary 3-Day Train Ride” (Movement)

Lesson 4: Where in the World are Rohwer and Jerome (Location & Region)

Lesson 5: What Did We See When We Got There? (Place)

Lesson 6: Human-Environment Interaction

Lesson 7: Gardens

Lesson 8: Where To?

Lesson 9: Research/ project workday in class

Lesson 10: Student project gallery tour, Conclusion

GEOGRAPHY AND THE JAPANESE AMERICAN EXPERIENCE IN WWII ARKANSAS CULMINATING PROJECT ASSIGNMENT

Due Date: _____

ASSIGNMENT

You are to assume the identity of a Japanese American in 1940. You will trace your journey beginning at a time prior to the Japanese bombing of Pearl Harbor and continuing throughout the duration of your incarceration in an Arkansas camp, either Rohwer or Jerome. You should include information that demonstrates knowledge of each of the guiding questions from this unit.

ESSENTIAL QUESTION

How did the geography of the Arkansas Delta shape the Japanese American Experience in World War II?

GUIDING QUESTIONS

1. What were the experiences of Japanese Americans during World War II?
2. How did the geography of the Arkansas Delta differ from that of the West Coast?
3. How did Japanese Americans impact the landscape at Rohwer and Jerome?

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

Please be prepared to display and 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 must also show understanding and use of primary sources. Your project must follow chronological order and be neat and well organized. A scoring rubric is provided to help you complete the project.

GEOGRAPHY AND THE JAPANESE AMERICAN EXPERIENCE IN WWII ARKANSAS PROJECT SCORING RUBRIC

Score	Description
4 (A)	<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.
3 (B)	<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.
2 (C)	<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.
1 (D)	<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.
0 (F)	<ul style="list-style-type: none"> • The student's project is incorrect, irrelevant, or incomplete.

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 Japanese Americans were or were not guaranteed these freedoms during World War II.

OBJECTIVES

- Students will understand the content and context of Franklin Delano Roosevelt's "Four Freedoms" speech.
- Students will apply the concept of the "Four Freedoms" to the Japanese American experience during World War II.

GUIDING QUESTION

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

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

Excerpts of Franklin D. Roosevelt's "Four Freedoms" Speech (reproduced following the lesson plan)

Norman Rockwell's Four Freedoms Paintings (reproduced following the lesson plan and available in color on the CD-ROM)

Student Activity Sheet #1 — What do these four freedoms mean to you? (optional)

Student Activity Sheet #2 — Excerpts from the Diary of an Evacuee and questions

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 the United States was not yet involved. However, on December 7, 1941, Japan attacked Pearl Harbor, Hawai'i and brought the United States into 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 "from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may

impose in his discretion.” Though Japanese Americans were not explicitly mentioned in Executive Order 9066, the authority it provided gave the military the power to forcibly remove them from their homes on or near the West Coast and to place them in concentration camps located throughout the United States.

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). Show the students the accompanying Norman Rockwell “Four Freedoms” paintings (copy onto overhead transparency from this book or in color from the CD-ROM). 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. Then, ask the students to give examples of what each freedom means to them by drawing a picture (or writing) on Student Activity Sheet #1. (Alternately, to save paper, teachers may wish to have students divide a sheet of notebook paper into four sections and draw their responses on paper).

Ask students why President Roosevelt would have listed these Four Freedoms as those which were most important. Briefly discuss the context of the Great Depression, the looming threat of World War II, and the problems facing the United States in 1941.

2. Using the student activity sheet “Excerpts from the Diary of an Evacuee” have students read the first excerpt from the diary aloud or silently, then answer question 1.

Have students write down the vocabulary word concentration camp and its definition:

concentration camp: a prison camp in which political dissidents, members of a minority ethnic groups, etc. 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. Watch the documentary video *Time of Fear* from 5:30 to 17:05 (set the counter to 0:00 on your VCR at the opening screen) to provide students with background information.

For homework (or in class if time permits), have the students answer questions 2, 3, and 4, as they re-examine President Franklin D. Roosevelt's "Four Freedoms" speech and the Norman Rockwell "Four Freedoms" paintings.

CLOSING

Revisit the opening question: What does freedom mean to you? Discuss times in U.S. or Arkansas history when freedoms, such as the four freedoms described by President Roosevelt, have been denied to groups or individuals.

ASSESSMENT

(See Conclusion Lesson) At the end of this unit, students will be able to list ways in which the U.S. government failed to protect the Four Freedoms for Japanese Americans incarcerated during World War II. Students will be able to organize their ideas into a graphic organizer (see Activity Sheet "Four Freedoms For Japanese Americans During World War II").

Students will also have a culminating project in which they will assume the identity of a Japanese American in 1940 and will trace their journey beginning at a time prior to the Japanese bombing of Pearl Harbor and continuing throughout the duration of their incarceration in an Arkansas camp. Students will also include their actual exit from the camp and their resettlement in this project. This project will demonstrate the student's knowledge of the unit's guiding questions (see Activity Sheet "Journey of A Japanese American, 1940-1945" Culminating Project Assignment and Scoring Rubric"). Teachers should decide when is the most appropriate time to introduce the project and hand out the project assignment sheet.

EXTENSIONS

Students can 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 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?
STUDENT ACTIVITY SHEET #1

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

<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 1: FREEDOM FOR EVERYONE? EXCERPTS FROM THE DIARY OF AN EVACUEE

Read these diary excerpts and then answer the questions that follow.

October 31-42. 11:45 or 12 we had 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 spattering mud all over it. We struggled with cots only to discover that one was torn and terribly underslung. Sneaked into next unit and did a quick exchange job. Had to wait for blankets.

February 8. A call for Nisei 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. 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.

March 18. Mr. M. and Mr. Y have made garden furniture of crooked limbs of trees. Don’t suppose it’s very comfortable. They look like the stuff in the “little crooked man” story. Some residents are attempting ponds and rockeries.

April 9. 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. 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 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. Use evidence from the “Diary of an Evacuee” to support or reject the statement, “Japanese Americans enjoyed the freedoms listed by Franklin D. Roosevelt in his ‘Four Freedoms’ speech.”
4. Do you think all Americans today have all of the freedoms that Roosevelt guaranteed? Please give examples to support your answer.

Lesson 2: Forced Migration to Arkansas

OVERVIEW

This lesson is designed to examine the experiences of Japanese Americans during World War II as they were forced to leave their homes on the West Coast and imprisoned, first in assembly centers, and secondly, in ten concentration camps throughout the United States, including two in Arkansas. This lesson explores this forced migration through the geographic theme of movement.

OBJECTIVE

Students will be able to describe the experiences of Japanese Americans from the issuance of Executive Order 9066 until their forced removal from the West Coast through an analysis of primary source documents, including a drawing and photographs.

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

Eddy Kurushima's Map entitled "Jerome Concentration Camp" [1 copy on overhead transparency or paper copies for each student, or use the image from the CD-ROM (file name Drawing – Kurushima – Jerome Concentration Camp) with a computer and data projector]

Photographs of Japanese Americans preparing for forced migration (copied on to overhead transparencies or projected using the CD-ROM, computer, and data projector; photocopies of the photographs, 1 per each group of 2-4 students). File names on the CD-ROM are as follows: 1) photo- boy on suitcase, 2) photo – evacuation sale 3) photo – girl with doll, 4) photo – Japanese Americans near trains during relocation

Photograph analysis sheet (1 copy per student)

BACKGROUND INFORMATION

President Franklin Roosevelt signed Executive Order 9066 on February 19, 1942, seventy-four days after the bombing of Pearl Harbor in December 1941. Lieutenant General John L. DeWitt, Military Commander of the Western Defense Command, issued Civilian Exclusion Order 108. This order instructed persons of Japanese ancestry, both citizens and non-citizens, to prepare for forced relocation. The Japanese Americans were taken to assembly centers to prepare for forced relocation to one of the ten concentration camps. Two of these camps were in Arkansas. Homes, businesses, and personal possessions were sold at pennies on the dollar. Japanese Americans were forced to make quick decisions concerning

which few personal possessions they would take with them. The Japanese Americans en route to Arkansas had a long, exhausting, three-day journey to reach the camps.

OPENING

Ask students to respond to the following questions, either orally or in written form:

“Why do people move to a different home? What is it like to move?”

After discussing student responses, tell the students that for the next two class periods they will be studying the forced relocation of Japanese Americans from the West Coast to the interior of the United States during World War II.

ACTIVITIES

1. Hand out copies of Student Activity Sheet #1, drawn by Eddy Kurushima. Mr. Kurushima was incarcerated in the camp at Jerome during part of World War II. Give students a few minutes to examine the map and respond to the questions. Ask for volunteers to share their thoughts with the class.

Introduce the vocabulary terms **migration** and **forced migration** (see vocabulary section for definitions). Explain to students that the map is Mr. Kurushima’s personal forced migration story to Arkansas.

2. Review or discuss Executive Order 9066. Pass out (or copy on to an overhead transparency and show to class) photographs of Japanese Americans at the time of relocation. Divide the students in to groups of 2-4 students and have each group analyze one photograph. Students should discuss each photograph as they complete the photograph analysis sheet (reproduced following this lesson). They should look for details in the photographs: people, objects, and activities. After students have had approximately 10 minutes to analyze their group’s photograph, show the photographs, one at a time, on the overhead transparency or using the CD-ROM, a computer, and a data projector. Have the students who studied each photograph describe their photo to the remainder of the class. Discuss the questions as a class.

3. Review or introduce the geographic theme of movement to the students. Ask the students how people move from one place to another today. (Sample responses might include walk, bike, car, bus, train, airplane, boat). Ask students if movement is easier or harder today than in the past. Other than people, what things move? Remind students that many things move, including people, information, goods, and services (PIGS).

CLOSING

Return to the opening questions, “Why do people move to a different home? What is it like to move?” Ask students to discuss how their experiences of moving differ from the experiences of Japanese Americans during World War II.

EXTENSIONS

Read the children's book *The Bracelet* by Yoshiko Uchida aloud to the class. Have students compare Emi's experience with that of the Japanese Americans interviewed in the documentary *Time of Fear* or those in the photographs they studied earlier in class.

JEROME CONCENTRATION CAMP

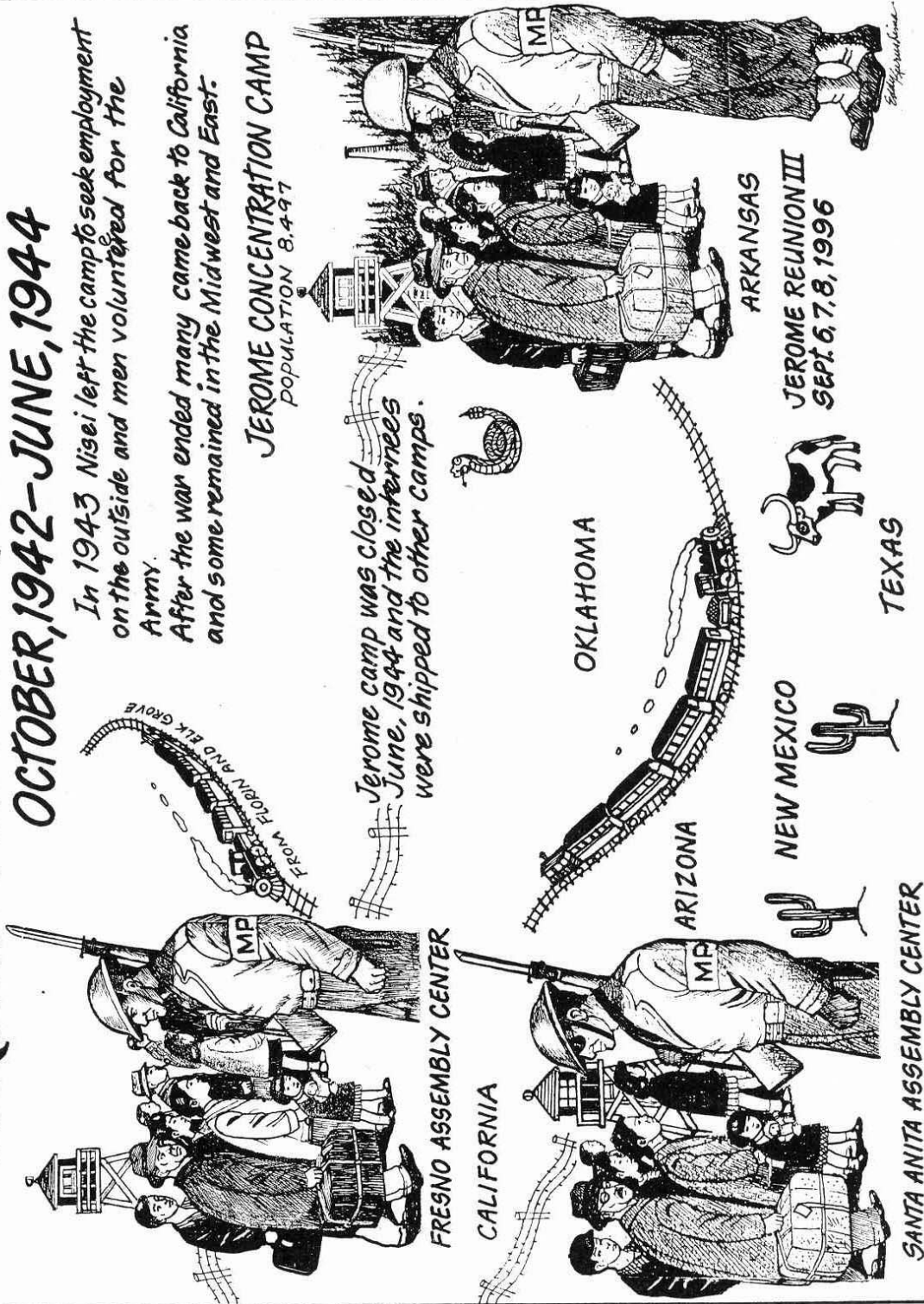
OCTOBER, 1942 - JUNE, 1944

In 1943 Nisei left the camp to seek employment on the outside and men volunteered for the Army.

After the war ended many came back to California and some remained in the Midwest and East.

JEROME CONCENTRATION CAMP
POPULATION 8,497

Jerome camp was closed June, 1944 and the internees were shipped to other camps.





Girl with Doll, Library of Congress
LC-USF33-013288-M3



Japanese Americans Near Trains During Relocation
Franklin D. Roosevelt Library Public Domain Photographs, 1882 - 1962
ARC195538



Evacuation Sale
Library of Congress, LC-USZ62-120142



Boy on Suitcase
Library of Congress, LC-USZ62-94856

Name _____

Lesson 2: Forced Migration to Arkansas
Photograph Analysis Sheet

Photograph title:

Date:

Photographer (if known):

1. Make a list of people, objects, and activities you see in this photograph.

PEOPLE	OBJECTS	ACTIVITIES

2. What does this photograph tell you about the Japanese American experience during World War II? List 3 things you can learn from this photograph.

3. If you were one of the people in this photograph, how might you feel? Write a short paragraph that describes the thoughts you might be having.

Lesson 3: “A Long and Weary 3-Day Train Ride”

OVERVIEW

This lesson is designed to examine the experiences of Japanese Americans during World War II as they were forced to leave their homes on the West Coast and imprisoned, first in assembly centers, and secondly, in ten concentration camps throughout the United States, including two in Arkansas. This lesson explores this forced migration through the geographic theme of movement, using an article written by a Japanese American reflecting on his experience during his forced relocation to Rohwer. It also uses scale and map reading skills.

OBJECTIVES

Students will be able to describe and map the journey of a group of Japanese Americans from California to Arkansas.

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

Copies of the article, “A Long and Weary 3-Day Train Ride to Rohwer Camp” for each student

Class set of outline map of the United States (reproduced following the lesson plan)

BACKGROUND

President Franklin Roosevelt signed Executive Order 9066 on February 19, 1942, seventy-four days after the bombing of Pearl Harbor in December 1941. Lieutenant General John L. DeWitt, Military Commander of the Western Defense Command, issued Civilian Exclusion Order 108. This order instructed persons of Japanese ancestry, both citizens and non-citizens, to prepare for forced relocation. The Japanese Americans were taken to assembly centers to prepare for forced relocation to one of the ten concentration camps. Two of these camps were in Arkansas. Homes, businesses, and personal possessions were sold at pennies on the dollar. Japanese Americans were forced to make quick decisions concerning which few personal possessions they would take with them. The Japanese Americans en route to Arkansas had a long, exhausting, three-day journey over unfamiliar territory to reach the camps.

OPENING

Tell students that they will be reading a non-fiction account of a Japanese American’s journey today entitled “A Long and Weary 3-Day Train Ride.” Have them speculate as to

where the journey would start and end. Have students think about how far one could travel by train over the course of three days. What would it be like to ride on a train for three days?

ACTIVITIES

1. Distribute copies of the article (or copy on to an overhead transparency) “A Long and Weary 3-Day Train Ride to Rohwer.” Read the article out loud as a class and have students underline or highlight the names of towns, cities, and states mentioned in the article. After the reading, ask the students to describe the journey from California to Arkansas. Write student responses on the board.
2. Watch a short clip from the documentary *Time of Fear* from 20:30 until 22:00, in which Japanese Americans discuss their forced migration from California to Arkansas during World War II. Discuss the video clip. What did students find interesting? How was it similar to and different from the account in the article?
3. Hand out copies of the blank outline map of the United States to students. Use the article and the map to draw the migration route to Arkansas. Using a map with a scale, determine the distance the train traveled on the 3-Day journey. Compare the students’ maps to Mr. Kurushima’s map (from lesson 2), pointing out similarities and differences.
4. Based on their reading of the article, ask students to identify people, information, goods, and services (PIGS) that moved from the West Coast to the camps. Sample responses might include the following:
 - People – Japanese Americans
 - Information – How did the news story about the train ride travel? — through the people’s retelling of the story, letters, etc.
 - Goods – personal possessions, belongings
 - Services – What transportation service moved the people? — a train

CLOSING

Read the following short poem written by Senbinshi Takaoka, an inmate at Rohwer:

*Frosty night
Listening to rumbling train
We have come a long way
(from May Sky, p. 167)*

Ask students what they think the author meant in this poem. Have students draw a picture to go along with Takaoka’s words or write a short poem of their own about the Japanese American experience of forced migration.

EXTENSIONS

Have students work in groups or pairs to read one of the autobiographies on the CD-ROM:

Ike Kiyoko, Lillian Hanansushi, Mari Shibata, Teacher's Collected Thoughts, Chiyeko Narasaki, Mary Sato, My Voice, Lillian Fujimoto, Kimiyi Yokoyama, Kumeko Akiyama, Sami Murishi.

As they are reading, they should write down any references to migration routes mentioned in these individuals' trips from the West Coast to Rohwer. Then, using their U.S. outline map, they can label places mentioned in the autobiographies on their map and draw the individual's route to Arkansas. You may wish to display these migration maps on a bulletin board and have students identify examples of types of movement (i.e. train, automobile, etc.) on their maps.

Have students research Indian Relocation and the Trail of Tears, another forced migration in U.S. history. Have them identify similarities and differences as compared to the Japanese American experience.

REFERENCES

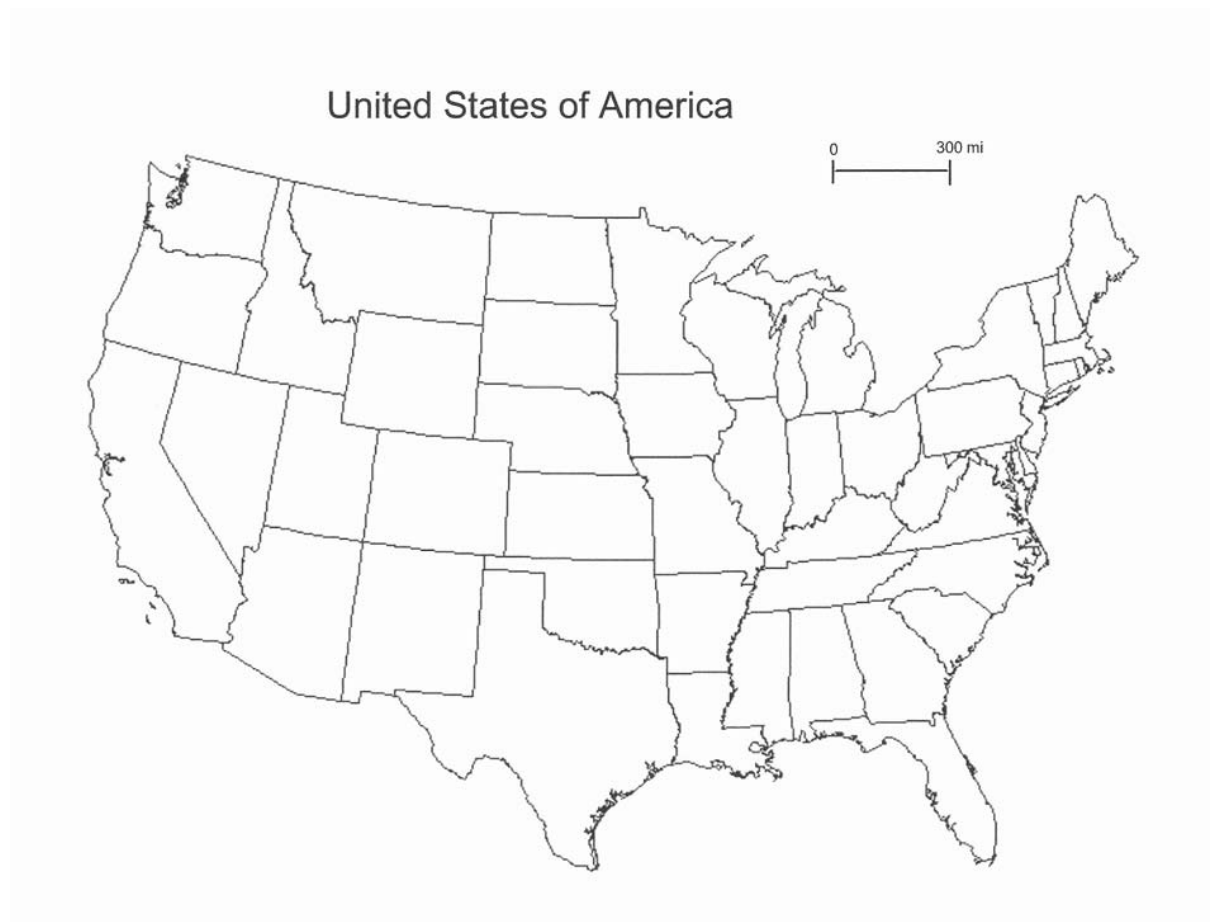
Kazue de Cristoforo, Violet. *May Sky – There is Always Tomorrow: An Anthology of Japanese American Concentration Camp Kaiko Haiku*. Sun and Moon Press, 1997.

Takei, George. *To the Stars: The Autobiography of George Takei, Star Trek's Mr. Sulu*. New York: Pocket Books, 1994, pages 11-73, discusses Mr. Takei's journey from California to Rohwer, where his family was relocated during World War II.

LESSON 3: “A LONG AND WEARY 3-DAY TRAIN RIDE”

MAP ACTIVITY

Directions: Using the article, “A Long and Weary 3-Day Train Ride to Rohwer,” draw the route of the train from California to Arkansas.



1. Through what states did the train travel?
2. How do you think the land changed on the journey east?
3. Using the scale on the map, calculate the distance the train traveled from California to Arkansas.

A Long and Weary 3-Day Train Ride to Rohwer Camp

At the huge Santa Anita assembly center, where more than 18,000 Japanese were interned, trainloads of internees were leaving almost every other day to concentration camps during late August and early September, 1942, to such destinations as in Colorado, Wyoming, and Arizona. It was a guessing game as to where anyone was going to end up. Notices were delivered to the families in the barracks and within a week, they were on the train for a long trip to their next camp. Since they were allowed to bring into the camps only what they could carry, which were the bare essentials of items needed to live daily in a concentration camp, it didn't take long for the people to pack their belongings and board the trains.

Unlike Santa Anita, the entire population of the Stockton Assembly Center was headed for the Rohwer concentration camp. The 4,271 persons were transferred over a period from September 14 to October 17, 1942, when the camp was officially closed. It took eight trainloads of internees, about 500 persons per train, to empty out the Stockton camp.

From the Santa Anita camp, the first trainload of internees left for the Arkansas concentration camp on September 25, 1942. Eventually, about 4,200 persons were sent to the Rohwer camp from

Santa Anita, which was about equal in numbers to the entire population of the Stockton camp.

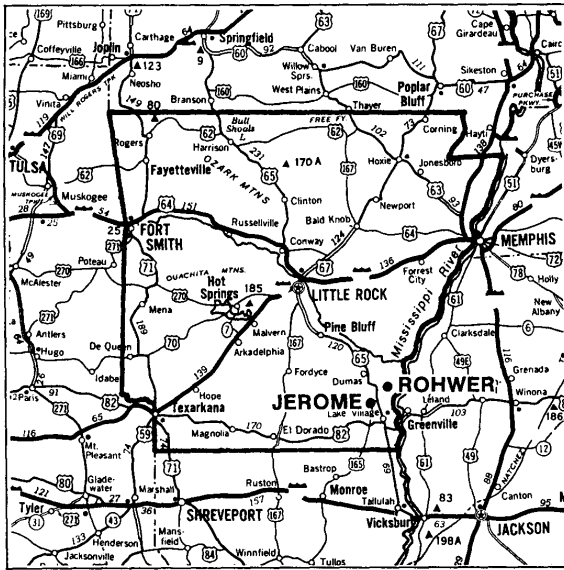
FIRST TRAIN RIDE FOR NISEI

For most of the young Nisei, it was their first train ride and also the first time they had ever left the state of California. The Issei, on the other hand, had ridden on trains and buses in both Japan and the United States, and even steamships as they crossed the Pacific Ocean to immigrate to the West Coast. In fact, a lot of the Issei men had worked on the railroads and mines in the Rocky Mountain area and as far east as Nebraska. So it was old hat to the Issei men with the exception now they were riding the rails as "enemy aliens" and being transferred from one concentration camp to another with their families. And it was no "free" ride.

The trains from both camps took the southern route through the states of Arizona, New Mexico, Texas, Louisiana and finally to southern Arkansas, where the Rohwer camp was located. It was a slow and long three-day trip with many stops along the track sidings to allow faster trains to pass by.

There was a war going on, and it was evident that every rolling stock in the country which had wheels was in service because the trains the internees rode were vintage cars with gas lamps and

"A Long and Weary 3-Day Train Ride to Rohwer Camp" from The First Rohwer Reunion, published by the First Rohwer Reunion Committee, Los Angeles, CA 1990. Edited by Kango Kunitsugu. (pp. 12-14)



ROHWER—The camp was less than ten miles from Mississippi River, and Jerome, the other concentration camp, was about 25 miles from Rohwer. Rohwer, the farming area didn't really have a town, and the nearby town of McGehee was the closest post office. The area was a swampy delta region.

rigid wooden seats. Air conditioning was unheard of in those days, and the windows had to be kept closed so that the soot from the smoke-belching engines pulling the cars would not enter the cars. With the train crammed with people, it was stifling hot and uncomfortable.

The military police were in the last car of the train, and they would walk through each car from time to time to check things out. Whenever the train stopped, whether at a railroad siding or at a station in a small town, the soldiers would jump out and stand guard on both sides of the train just in case someone would try to escape, which never happened, but they also stood guard to keep the curious townspeople away from the train.

Most of the townspeople did not know that the trains carried Japanese internees since the government tried to keep a lid on information about the train movements in order to avoid trouble from the local populace as the trains rolled by the towns and cities. In fact, shades in every car had to be pulled down anytime the trains stopped in a station. In a way, it was a spooky train ride.

RESTLESS CHILDREN

There were a lot of kids on the train, and it seemed like most of them were constantly racing from one end of the train to the other end. There was a lot of admonishing, "Now you sit here and be quiet!" type of stern parental orders, but most of the restless children were off and running within five minutes. And in a way, it was a crowded madhouse.

Many of the young people were excited about the train ride because here was a chance to see the country which you only read about in geography books in schools and originally, they sat glued to the windows taking in the scenery as the train chugged eastward. Going through Arizona, New Mexico and Texas, however, the scenery never changed. It was a continuous band of endless

expanse of plains during the first two days of the ride, and it didn't take long for most people to become quickly bored. No mountains, no trees, and no rivers.

The only thing that the people looked forward to was eating. It was the only time the young children sat quietly with their parents as they waited to be fed. The food wasn't much, as sandwiches were served during lunch most of the time, and it appeared that the cheapest and easiest to cook food was for dinner. Rice and shoyu was a no-show.

One of the strangest things about the dining cars were the black waiters in their white coats. The internees sat down at the tables, the waiters brought a plate of food and eating utensils. You ate and then left as the waiters cleared the tables for the next group. It was never made clear as to whether the waiters were Army personnel or employed by the railroad company running the train. Anyway, it was a weird situation since at the assembly centers, everyone had to line up, grab a plate, have food slapped on, find a seat, eat, then take the plates and utensils to the dishwashers. It was surmised that the cars were too narrow for that type of service, and the method utilized was probably efficient and faster even if they had to have waiters.

GRIDLOCK AT WASHROOMS

Probably the biggest problem riding for three long days on the train was trying to keep and feel

clean. There was one small washroom in the back of each car with a toilet and a wash basin. About all anyone could do was to brush their teeth and wash their face. There was a gridlock every morning in front of the washroom. With the September heat of the Southwest and unable to wash up, the first thing everyone swore they were going to do when they got to Rohwer was to take a shower.

Changing clothes was almost impossible, and most wore the same clothes during the three-day trip. When it came to sleeping, you just slouched on the hard wooden seats and slept in your clothes. Some took off their shoes and others slept with them on, but it really didn't matter since everyone was in the same uncomfortable situation. The more fastidious internees changed socks every day, and some even managed to change shirts or blouses in the washrooms, but it was a losing proposition since the muggy and stuffy heat in the cars induced perspiration faster than you could change shirts. It was a no-win situation.

Sleeping was also difficult since the people had to sleep where they sat. It was impossible to stretch out, although many slept on the floor and in the narrow aisles hoping that no one would walk through in the dark and step on them. The rigid and upright wooden seats didn't help any, but some have said that the steady clickety-clack of the train wheels soothed them to sleep.

As the train rolled into Louisiana during the third day, the people began to perk up a little since the scenery became more interesting with clusters of trees and some bayous appearing. More invigorating was the rumor that the train would reach the Rohwer concentration camp late that afternoon. The long three-day train ride had sapped the energy and spirit of the people, and in an incongruous way, the passengers seemed happy that the long ordeal was over and that they were finally reaching the end of the line, a concentration camp.

CONTINUED ON NEXT PAGE

Changing clothes was impossible and most wore same clothes during trip



BIRD'S EYE VIEW—Rohwer concentration camp under construction during 1942. The camp began construction in July, 1942 and was completed in January the following year, which was three months after the

internees arrived. Nails and scrap lumber left by contractors were prized items of the people.

CONTINUED FROM PREVIOUS PAGE

As the train rolled by the small town of McGehee, Arkansas, everyone on the train knew that the long journey through half the length of the United States was almost over. The train had travelled along the bayou area of upper Louisiana and lower Arkansas, and the sights the people saw were as different as any they had seen or expected, although many had read about the South. It was a shock to see through the windows of the train a lot of things they had read or heard about.

The train, moving slowly, had passed by fields of cotton, which was nothing like what the passengers expected. Coming from California with the verdant green fields of vegetables and fruits, the stark cotton fields with its spine-like bare leafless stems with small tufts of cotton on its ends did not appear to be productive fields. The whole scene was a mystery, especially to the Issei, who were more familiar with lush green fields of vegetables.

Another scene, which affected most of the young Nisei, was the wooden shacks in which the black people lived. The weather-beaten homes of the poor blacks, built about a foot above the existing ground on wooden stilts to escape the flooding from the frequent torrential rains of the areas, gave proof to many of the viewers that the South was really what they had read and heard about as far as the lives of the blacks were concerned. It was obvious that the black people in the South were not on equal footing with the rest of the people of the South. To many of the Nisei, it was a cultural awakening of the world around them even if they were headed to a concentration camp. On the other hand, very few of the black people who watched the train full of Japanese people go by knew that the passengers were headed to another version of the white man's prejudice and wrath.

As the train slowly moved past the small town of McGehee in Arkansas, most of the passengers

were at the windows looking for their next home. They knew that the destination was near because the train was slowing down.

It was a clear warm day in September, late in the afternoon. No one really knew what to expect and, coupled with the strange sights of the South they were witness to during the last day of the train ride, there was apprehension and concern that the camp they were headed to may be the worst of their expectations. Things were bad enough as they were.

Except for the fields of cotton on one side of the railroad with large patches of woods with tall trees, the left side of the train was all woods. The trees didn't compare with the redwood trees of California, but it was wooded fairly thick with large bushes interspersed. A gravel highway ran parallel with the railroad track, but with little traffic. There were very few people sighted along the way as the train neared Rohwer. The only positive note among the passengers was that at least the camp was not located in the middle of a desert if what they were seeing from the train was any indication of the type of environment in which the concentration camp would be located. Hope springs eternal and any positive sign, whether to soften the approaching internment in an unknown concentration camp or an improvement over either the Santa Anita or the Stockton assembly centers, was

wished upon as an omen for better treatment and a more comfortable confinement.

"ROHWER!"

Voices rose as the train neared the camp and everyone moved to one side of the train to get their first look at Rohwer. As the train slowed down in front of the Rohwer concentration camp, there were a lot of disappointed groans as the rows and rows of tar-papered barracks came into view. A closer inspection of the sight also brought into focus the ubiquitous barbed wire fences and the guard towers. It was not unexpected, but still disappointing and depressing.

"Rohwer!" yelled the soldier as he walked through the cars. "Get ready to leave!"

People began scrambling back to their seats as others went looking for their children. Taking down the battered cheap suitcases from the shelves above their seats, the Issei solemnly sat down on the car seats to wait for the next step in their life. A few calmly picked up some loose papers on the floor and dutifully took it back to the trash box in the rear of the car. They wanted to make sure that the car was in the same condition when they left as when they first boarded it. Although they did not consider themselves as guests, it was a trained habit and part of their culture to make sure that you did not show disrespect to your friends or strangers by leaving behind a dirty room or place.

As the steel wheels of the train whined to a stop on the rails, the soldiers jumped off the train from each car and stood by the entrance to the cars. They helped the elderly off the high steps as other internees lowered their baggage for them. Everyone slowly walked down the slope of the tracks with their suitcases and packages to the level ground covered with weeds. Most just looked at the sprawling camp in front of them.

*Restless children would
race the length of the
train over and over again.*

Lesson 4: Location and Region: Where in the World are Rohwer and Jerome?

OVERVIEW

At first, Japanese American families were taken to assembly centers closer to their homes in the western United States. From there they were assigned to 10 concentration camps, most of which were in the western United States. The eastern-most camps, Jerome and Rohwer, were in Southeast Arkansas. This lesson is designed to examine the Arkansas camps using the two geographic themes of location and region.

OBJECTIVES

- Students will be able to locate Jerome and Rohwer on U.S. and Arkansas maps by using absolute and relative location descriptions.
- Students will be able to identify the impact of location on the lifestyle of Japanese Americans by comparing and contrasting photographs of California and Arkansas landscapes.

GUIDING QUESTION

How did the geography of the Arkansas Delta differ from that of the West Coast?

FRAMEWORKS

TCC 1.2, 1.2, 1.4

PPE 1.4, 2.5, 2.6

PAG 1.5

SSPS 2.2, 2.3

MATERIALS

Map of the United States showing latitude and longitude (locate the approximate latitude and longitude of your city or town)

Map of the United States showing the 10 concentration camps (Activity Sheet #1)

Map of Arkansas showing geographic regions and counties (Activity Sheet #2)

Photo Sheet (activity Sheet #3)

Official Arkansas Highway Map (See References)

Paper and pencil

BACKGROUND

The two war relocation centers located in Arkansas were the eastern-most camps for Japanese Americans during WWII. The geography of the Arkansas Delta differed greatly from that of the West Coast and Hawai'i.

OPENING

Ask the students to write down their present location in as many different ways as they can think of. Collect responses from the class, which may include things like “next to Taylor and John” or “at school” or “at 200 Oak Street.” Differentiate between absolute location (i.e. a street address or latitude and longitude) and relative location (i.e. next to Taylor, near the door, around the corner, etc...)

ACTIVITIES

1. Absolute Location

Ask students how to find the exact location of our entire city or town. Begin this with a brief discussion of the grid system on a map of the United States using latitude and longitude. Hand out (or copy onto an overhead transparency, or have students use their textbooks or a desk atlas) a U.S. map with latitude and longitude. Write the city or town’s latitude and longitude on the board. Explain that the latitude and longitude of the city or town is like the street address of your home because it exactly or absolutely locates the city or town where you live.

2. Locating and Mapping Jerome and Rohwer

Distribute Activity Sheet #1, the map of the United States with the 10 concentration camps. Explain that the map shows the locations of the 10 concentration camps where Japanese Americans were incarcerated during World War II. Give the students a few minutes to read and respond to the questions on the activity sheet, or answer the questions as a large class.

Now, looking at the geographic regions of Arkansas, ask the students what they notice about the location of both camps. Ask the students what, if anything, they know about the region of Southeast Arkansas where the concentration camps were located?

Looking at the geographic regions map, have students write a relative location for Jerome and Rohwer. Include direction, county name, and geographic region. One possibility is to use a famous river that is near the camps as a landmark.

3. Region: Camps in the Delta

Point out that Arkansas is divided into six geographic regions and describe how each region is different from the others. Ask the students to name all six regions, and then name the geographic region where the two camps were located. It is the Mississippi Alluvial Plain, which is nicknamed the Arkansas Delta because it is the area closest to the Mississippi River. All the water in this region drains or flows into the Mississippi River. Also, tell the students that the region we call the Delta is flat, fertile farmland. Many of the people of this region make their living by farming. Have the students write these descriptors on their map by the Mississippi Alluvial Plain region. Show the students pictures of the Jerome and Rohwer camps that encompass the Arkansas Delta qualities. (from the CD-ROM or the photographs in activity sheet #3)

4. Comparing Landscapes

Distribute Activity Sheet #3 or copy it to an overhead transparency. The pictures are also included on the CD-ROM. [File names are as follows: 1) photo – Little Tokyo, 2) Photo – Near Mission San Jose, California, 3) Photo- Jerome looking Northwest, 4) Photo – Rohwer barracks with creek, bridge, and clotheslines. Allow the students a few minutes to examine and respond to the pictures.

1. Are the camp landscapes similar or very different from where Japanese Americans lived on the West Coast?
2. How are the landscapes different? Describe some unique physical features from each of the pictures.

CLOSING

View a short clip from the documentary *Time of Fear* from 25:00 to 26:30. Ask students to describe and infer how the location of the camps in the Arkansas Delta region impacted the lifestyle of Japanese Americans.

EXTENSIONS

Web research: Visit the Delta Cultural Museum website and click on Arkansas Geography to learn all about the Arkansas Delta region and its history. The web address is:
<http://www.deltaculturalcenter.com>.

Find out what makes each geographic region in Arkansas special. Share some of your new-found knowledge with the class by creating a poster to display in the room.

REFERENCES

Foti, Thomas and Gerald Hanson. *Arkansas and the Land*, Fayetteville: U Arkansas Press, 1992.

Smith, Calvin C. *War and Wartime Changes, The Transformation of Arkansas 1940-1945*, Fayetteville: University Arkansas Press, 1986.

Arkansas State Highway maps for use in the classroom are available through visitor's centers around the state, or by writing the state highway department.

LESSON 4: LOCATION AND REGION
STUDENT ACTIVITY SHEET #1

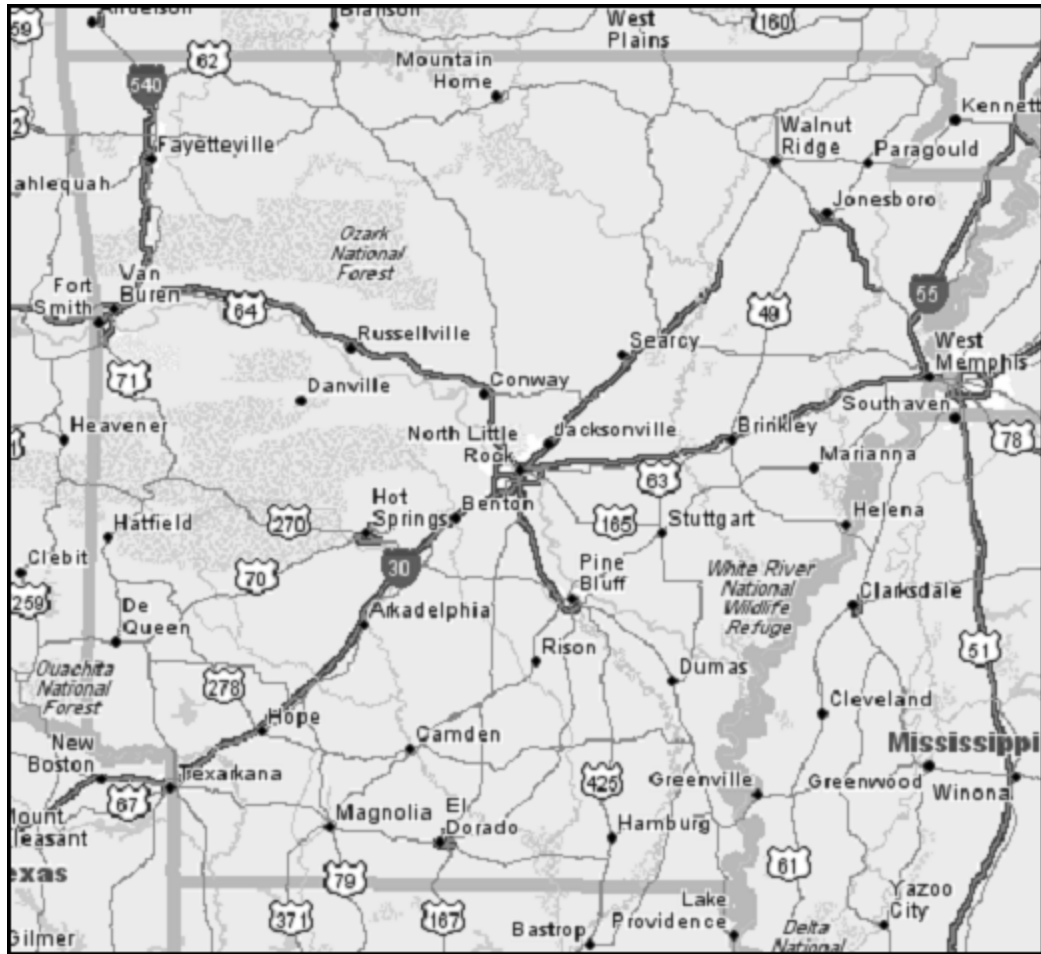
United States Map Indicating Japanese American Concentration Camps



1. List the states that had concentration camps.
2. Which states had more than one camp?
3. Which camp was farthest North? South? East? West?
4. Look at the coastal region of California, Washington, and Oregon. Were any of the camps located directly on the West Coast? Why or why not?
5. Which camps were located in Arkansas?
6. Were any camps located east of the Mississippi River? Why do you think that was the case?

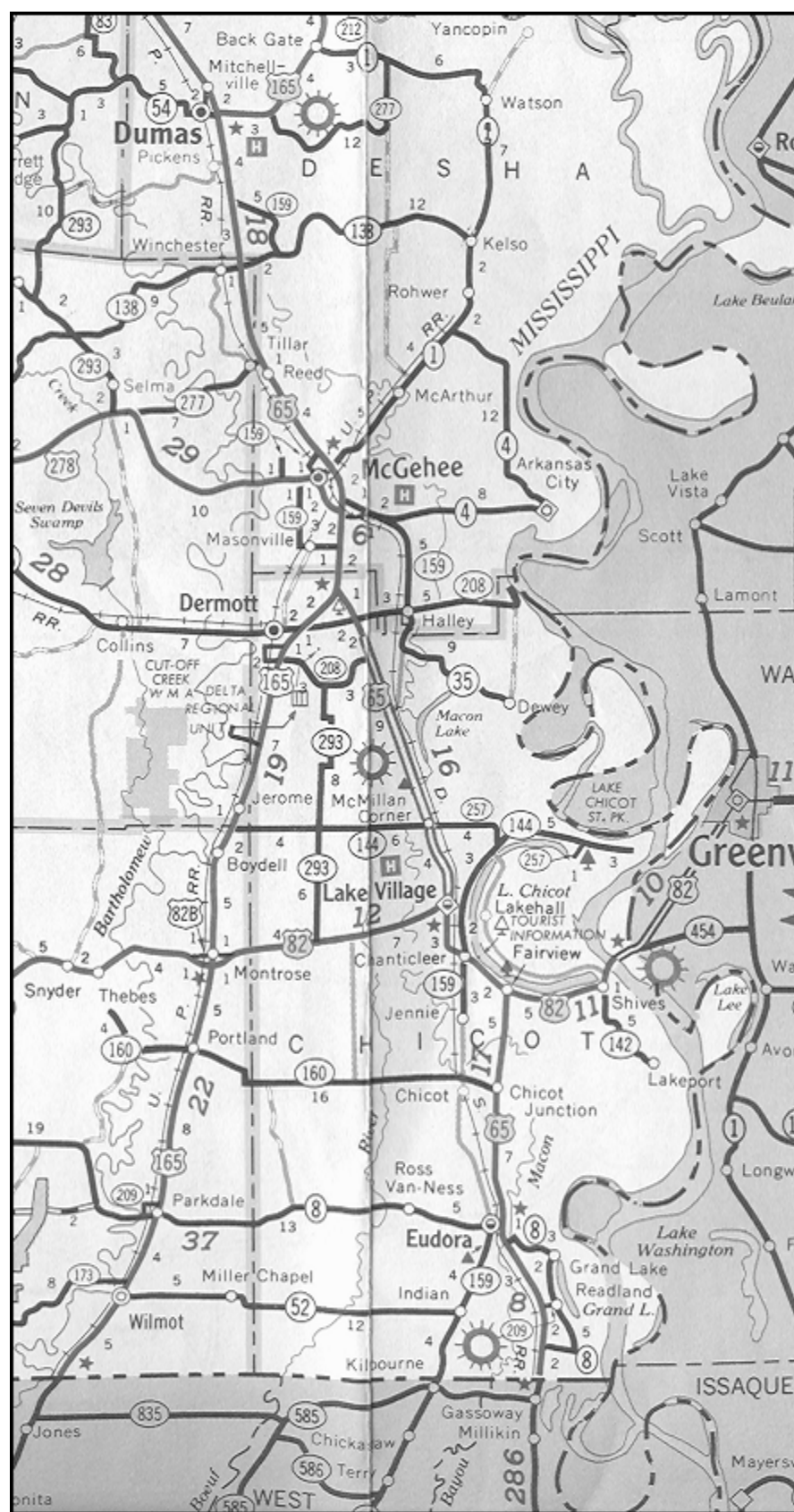
LESSON 4: LOCATION AND REGION

STUDENT ACTIVITY SHEET #2: ARKANSAS MAPS

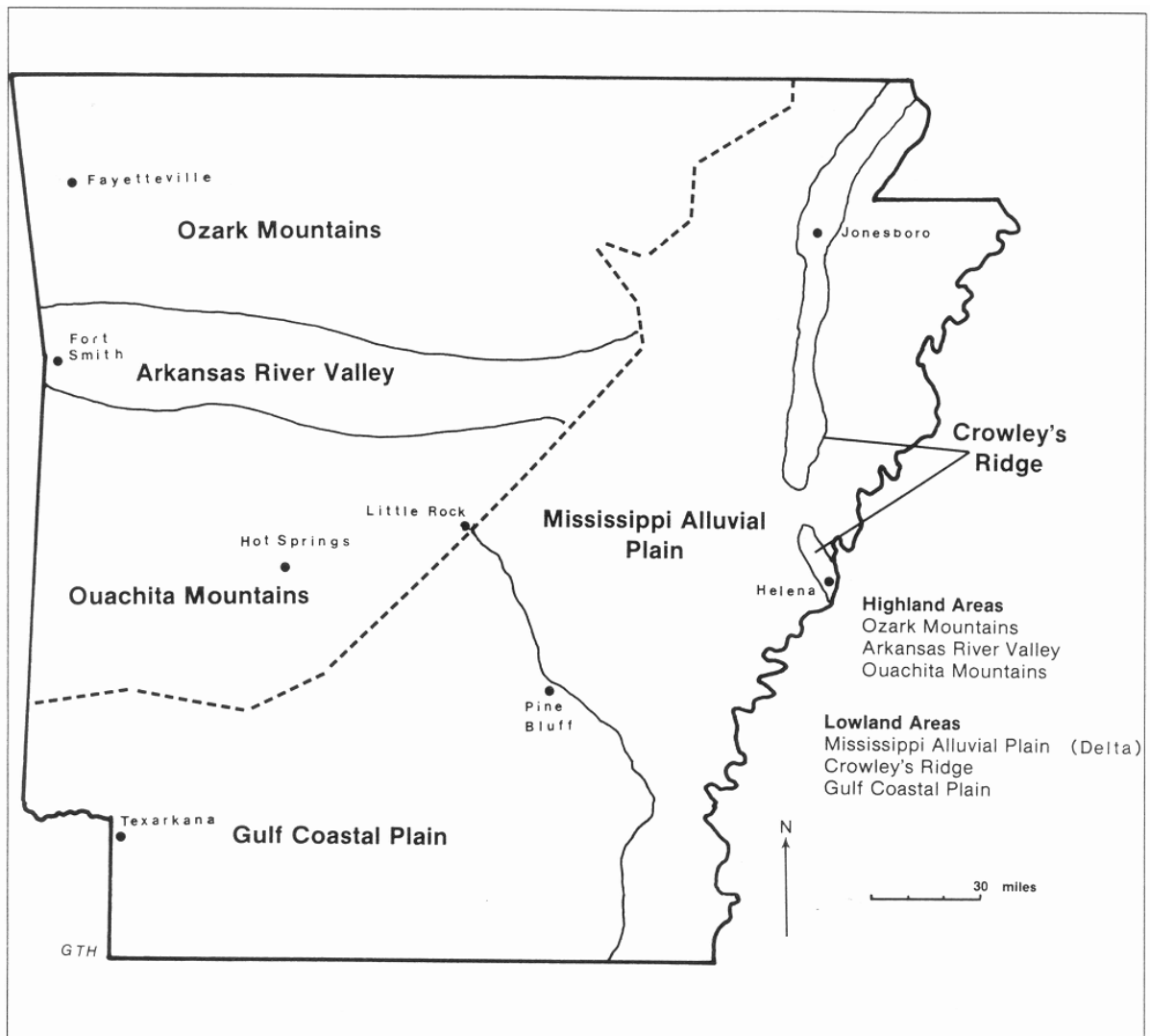


Major Arkansas Highways

1. Locate Rohwer and Jerome on the Arkansas state highway map that your teacher has, or on the additional maps provided, and draw them on the “Major Highways” map above.
2. Write a description of the relative location of Jerome. (Hint: you might use rivers, towns or other landmarks in your description).
3. Write a description of the relative location of Rohwer.
4. Using the state highway map, describe how you might drive from your town or city to the Rohwer cemetery.



Detail Map of Southeast Arkansas



Gerald Hanson *The Geographic Regions of Arkansas*. Taken from *Arkansas Odyssey: the Saga of Arkansas from Prehistoric Times to Present* by Michael Dougan. Little Rock: Rose Publishing, 1994.

LESSON 4: LOCATION AND REGION
STUDENT ACTIVITY SHEET #3: PHOTOGRAPHS



Los Angeles, California. Street scene in 'Little Tokyo' near the Los Angeles Civic Center, prior to evacuation of citizens of Japanese ancestry. Central Photographic File of the War Relocation Authority, 1942-1945; National Archives at College Park, MD. Photographer Clem Albers



Photograph No. NWDNS-210-G0A552 Near Mission San Jose, California..., 4/26/1942; Central Photographic File of the War Relocation Authority, 1941-1947; National Archives at College Park, MD. Photographer Dorothea Lange.



View of the Jerome Relocation Center as seen from the nearby train tracks, June 18, 1944. National Archives and Records Administration, Photographer Charles Mace



Photograph No. NWDNS-210-G-B993. Rohwer Relocation Center, McGehee, Arkansas. View of barracks at Rohwer relocation Center... 12/9/1943; Central Photographic File of the War Relocation Authority, 1942-1945; National Archives at College Park, MD. Photographer Gretchen Van Tassel

LESSON 4: LOCATION AND REGION

PHOTOGRAPHS: QUESTIONS TO THINK ABOUT

1. List 3 adjectives to describe the landscape in each photograph.

Little Tokyo:

Near Mission San Jose:

Jerome Relocation Center:

Rohwer Relocation Center:

2. Imagine that you had to live in one of the places shown in these pictures. Which place would you choose? Why would you choose that place?

3. How did the geography of the Arkansas Delta differ from that of the West Coast?

4. How do you think the geography of the Arkansas Delta might have impacted the way of life of Japanese Americans during WWII?

Lesson 5: What Did We See When We Got There?

OVERVIEW

The geographic theme of place seeks to answer the question: What do we see when we get there? The Rohwer Camp opened on September 18, 1942, and the opening of the Jerome camp followed on October 6, 1942. The Japanese Americans had taken an exhausting three-day cross-country journey by rail before they stepped off the trains and first glimpsed the camps. This lesson is designed to allow the students to examine the places of Jerome and Rohwer through the eyes of the Japanese Americans using primary resource documents including oral histories, art, and autobiographies.

OBJECTIVES

Using geographic characteristics of the West Coast and the Arkansas Delta, students will be able to analyze their similarities and differences by completing a graphic organizer.

GUIDING QUESTION

How did the geography of the Arkansas Delta differ from that of the West Coast?

FRAMEWORKS

TCC 1.2, 1.3, 1.4

PPE 1.4, 2.5

PAG 1.5

MATERIALS

Map of the United States

Map of Arkansas

Eddy Kurushima Drawings, “Deep in the Heart of Arkansas Mud” and “A View of the Jerome Camp”

Venn diagram organizer (drawn on the chalkboard or overhead transparency)

Excerpts from the “Diary of an Evacuee”

BACKGROUND INFORMATION

After Executive Order 9066 was signed on February 19, 1942, Japanese Americans in the Military Exclusion Zone (California, western Oregon, western Washington, southwestern Arizona) were told to gather their belongings into suitcases and bundles that they could easily carry. They had to report to assembly centers on the West Coast. Some of these assembly centers were located in racetracks where Japanese Americans had to live in converted horse stalls. By fall, Japanese Americans from the assembly centers at Santa Anita, Stockton and Fresno, California began to be moved to Rohwer and Jerome.

This lesson and those following ask students to use their “geo-eyes.” This is a concise way of asking them to consider history in terms of the 5 themes of geography: location, place, region, movement and human-environment interaction.

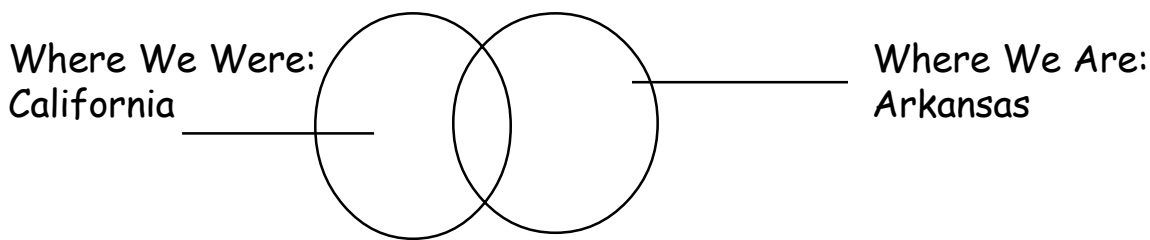
OPENING

Have students write down the physical characteristics, activities, and material goods associated with the place in which they are sitting (their classroom) right now. Discuss how place influences daily activities.

ACTIVITIES

1. Where We Were Vs. Where We Are

Have students create a Where We Were Vs. Where We Are Venn diagram. Remind students of the photographs they examined in the previous day’s lesson and have the class brainstorm physical characteristics, activities, and material goods of each place, California and Arkansas. Then, have students read excerpts from the oral histories and student autobiographies (teachers may want to cut out individual quotes and fasten them to index cards, then hand out to selected students and have them stand up and read the quotation). First, have the students determine whether the quotation is referring to California or Arkansas. Then, discuss what each quotation tells us about the place. On the chalkboard or overhead projector, make a list of characteristics of California and Arkansas. After the list is complete and all quotations have been read, have students place the characteristics in their Venn diagram



2. Drawings of Place

Have the students examine drawings of the camps by Eddy Kurushima that are reproduced following the lesson plan. You may wish to copy the drawings on to an overhead transparency or project the images from the CD-ROM using a computer and data projector. [file names 1) drawing – Kurushima – a view of the Jerome camp, 2) drawing – Kurushima – Deep in the Heart] Initiate a class discussion about the land, problems, and activities presented in the drawings. For example, the land was flat, was swampy in places, and was poorly drained. When it rained, mud was a constant problem.

3. Excerpts from the “Diary of an Evacuee”

Pass out copies of excerpts of Diary of Evacuee (Activity Sheet #3). Ask the students to read the excerpts and respond to the questions either alone, with a partner, in a group, or as a large class.

CLOSING

Have the students draw (or write a description) of what we would see when if we came to some place that was familiar to them (their home, place of worship, a store, a favorite park, etc...). They may use Eddy Kurushima's drawings as a guide.

EXTENSIONS

Have the students describe a trip they took somewhere and how that place differed from their own home.

Students can research the location and place of the other 8 concentration camps and complete a Venn diagram comparing these places to the Arkansas Delta camps at Rohwer and Jerome.

REFERENCES

Kurushima, Eddy. Drawings. Jerome Relocation Center, 1942-1944.

REgenerations Oral History Project. California State University, Fullerton.

Student autobiographies from Mabel Rose Jamison Vogel Collection, University of Arkansas at Little Rock

LESSON 5: WHAT DID WE SEE WHEN WE GOT THERE? WHERE WE WERE VS. WHERE WE ARE

Excerpts from Oral Histories and Student Autobiographies

Directions: Read each quotation and determine whether it is referring to California or Arkansas. Then, make a list of physical characteristics, activities, and material goods associated with California, and those associated with Arkansas. Finally, draw a Venn diagram comparing the two places.

Our home was located on the top of a small hill, and one could see miles and miles of rich soil, and homes of all shapes...Nearby there were oil wells and sloping hills where we went sledding, hunting, and hiking. It's rich green grass, and its miles of citrus trees, brought fragrant smells of blooming buds to our nostrils...In the summer, I worked...plowing and disking the field, picking and growing vegetables, and hauling them to the market. On Saturdays my schoolmates and I visited a movie, or went to the beach. Our little group...played football, and softball in sandlots. – George Kobayashi, “My Autobiography”

You saw these tar paper covered barracks in a clearing out of a forest – you really thought you were in another world, that this was not a part of the United States that you would recognize. – Roy Uno, REgenerations Oral History Project interview

It was right on the flat areas...where there was constant flooding of the Mississippi. It was a flat area where we had a lot of very arable soil. – Ben Chikaraishi, REgenerations Oral History Project interview

From the nearby station Japanese radio programs were heard every week for two hours. During the summer time there was the great Nisei Festival. A queen and four attendants are elected. The festival lasts for a whole week. The streets are decorated with Japanese lanterns and the stores have red and white flags out...During the week they have baby shows, flower arrangements, tea ceremonies, Talent Revue, and etc. But the greatest of all is the Ondo-Parade. There are about two hundred boys and girls young and old dressed in Japanese kimonos. – Chiyeiko Narasaki, “Autobiography of My Life”

...We had never experienced a winter like that, but it did get cold. It didn't snow, but we had a couple of hail storms that left about six inches of hail on the ground. The wood situation was something that nobody could anticipate. In the fall they stockpiled what everybody thought would be sufficient, but with a cold spell the wood would disappear, which meant that the crews would have to go out into the forest on these lumber or woodcutting expeditions. It may be wet, the ground may be muddy, and the trucks had difficulty getting in and out; but without the wood, there just wasn't any heat...The big problem was that...the forest was just loaded with what they called “pin oak”...It's very hard and very difficult to split. It burns well once you get it started, but we had no kindling wood. This was one of the big

problems, to get a fire started in the morning. We spent many, many smoke-filled mornings trying to get the fire started. – Roy Uno, REgenerations Oral History Project interview

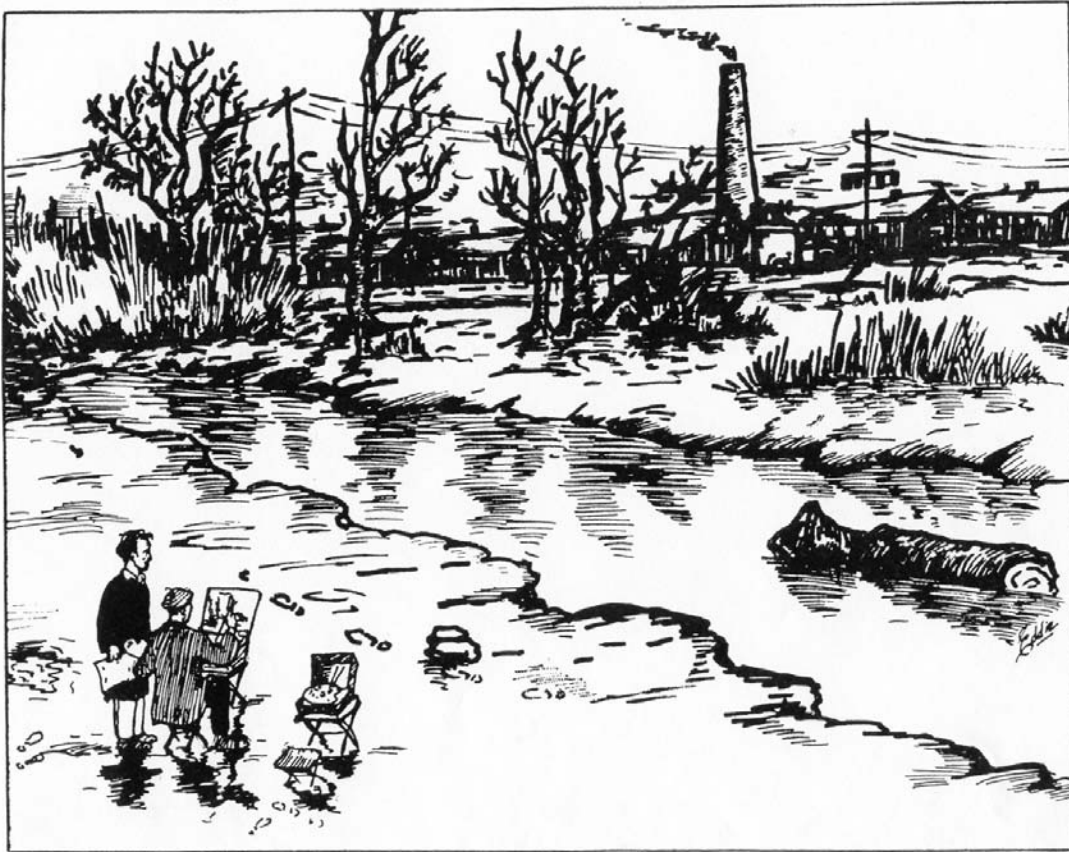
There were many playmates with whom I went to the 37th Grammar School. We also had a couple of dogs for pets. I remember one particular dog, who used to follow me to school every day. He was a little black and white dog who we used to call “Blackie”. – Takeo Shibata, “Autobiography”

It was a time when I was able to play with friends my age, all Japanese, every one of them. And so from that standpoint, it was fun... There were fireflies that we never see here that we would try to catch at night...and catching crawdads in the creek, and that kind of thing. – Paul Sakamoto, REgenerations Oral History Project interview

The first day here was a sunny day; ...after a few weeks it was always raining which made mud here and there and the house was so hard to keep clean. – Lillian Hanansushi, “My Life”

Our home had six rooms which was very cozy. Around our house we had gardens, fruit trees and many other kinds of shady trees. The other buildings we had around our home were barn, tool and repair shed, tractor and truck shed and a bunk house for the hired men. My father was a farmer of several hundred acres raising sugar beets, potatoes and field corn. We had many farming implements and two diesel tractors which my brother and I ran....My father had a 1941 Oldsmobile eight sedan, my brother had a 1938 Ford coupe and I drove and rode around in a 1935 Ford coupe. – Minoru Tsutairi, “My Autobiography”

LESSON 5: WHAT DID WE SEE WHEN WE GOT THERE?
EDDY KURUSHIMA: A VIEW OF THE JEROME CAMP



Eddy Kurushima, A View of the Jerome Camp. Courtesy of Mr. Eddy Kurushima.

LESSON 5: WHAT DID WE SEE WHEN WE GOT THERE?

EDDY KURUSHIMA: DEEP IN THE HEART OF ARKANSAS, MUD



Eddy Kurushima, Deep in the Heart of Arkansas - Mud! Courtesy of Mr. Eddy Kurushima.

LESSON 5: WHAT DID WE SEE WHEN WE GOT THERE? EXCERPTS FROM THE “DIARY OF AN EVACUEE”

Directions: Read the follow excerpts and answer the questions that follow.

November 11. [...] Terrific storm last night, accompanied by thunder and flashes of blue lightning. The mud is really something to contend with. Mornings and evenings very cold – we burn wood “borrowed” from the mess hall pile.

December 18. Mud, mud – just can’t keep units clean. The wood slate for walks are very dangerous – slippery when wet. Wood shortage – block managers headache....

January 20. [...] Block workers forever improving walks – some of the nicest in camp. A volley ball court and horse shoe pit are ready for participants. Young fellows use them as often as they please – little boys and oldsters use them when they are not in use....

January 24. [...] Experienced bitterest cold today – water crusted with ice even in the units. Clothes on lines stiffened and crackled. 10°

March 7. Went to Jerome with 3 others of Reports staff. Out-lying country hum-drum and unsettled looking. Mostly negroes and their shanties. Saw for the first time a chinaberry tree, a pecan tree, etc. There is none of that regimented orchard as one sees in California....

Questions to think about:

1. How does the author describe Rohwer? List physical characteristics, activities, and material goods that are mentioned.
2. Describe the weather and climate at Rohwer, using quotations from the diary in your answer.
3. Describe the climate like in your hometown. How is it similar to or different from the above description of Rohwer?

Lesson 6: Human-Environment Interaction

OVERVIEW

This lesson is designed to examine the experience of Japanese American inmates during World War II using the geographic theme of human-environment interaction.

OBJECTIVES

- Students will be able to identify ways in which the Japanese American inmates interacted with and altered their environment.
- Students will demonstrate the application of the theme of human-environment interaction to the Japanese American experience in WWII in a short essay.

GUIDING QUESTIONS

How did Japanese Americans impact the landscape at Rohwer and Jerome?

FRAMEWORKS

PPE 1.4, 2.5

SSPS 2.1

MATERIALS

Map of Rohwer Camp (on overhead transparency or a class set of copies)

Exterior photographs of Jerome and Rohwer (on overhead transparency or a class set of copies)

“Information Concerning Rohwer Relocation Center, November 20, 1945” (class set)

“The Westerners Came Rumbling” by Richard Itanaga (class set)

Questions for reading (class set or on overhead transparency)

ACTAAP Writing Practice (one copy per student)

BACKGROUND INFORMATION

The inmates of Jerome and Rohwer arrived at the camps in 1942 not knowing what they would find, but hoping it would be better than the assembly centers in Santa Anita, Stockton, and Fresno. The landscape of the Mississippi Alluvial Plain was unlike anything in California. The families were escorted to barracks that had been hastily built, and the next few months presented many challenges as the inmates modified or adapted to the land to meet immediate and long-term needs. This lesson is designed to examine the experiences of Japanese Americans in the Arkansas camps using the geographic theme of human-environment interaction.

OPENING

Ask the students to speculate what their city or town looked like 200 years ago and then one hundred years ago. Then ask the students to give examples to show how people changed the land over time. List on a board or overhead projector the changes being made to the landscape in their city or town today. Include in this list things such as roads, buildings, bridges, farmland, landscaping, irrigation and other such items.

Explain to the students that humans interact with or change the land they live on to meet their needs. The Japanese Americans who lived in Jerome and Rohwer made changes to the landscape to meet their needs because they had to adapt to life in the Arkansas Delta. Ask students to describe the land of the Arkansas Delta based on their readings in the previous lessons. Descriptions may include flat farmland, some wetlands, forests (many of which have been cleared for farmland), etc.

ACTIVITIES

1. Responding to a map

Give each student a copy of the map of the Rohwer Camp or copy the map on to an overhead transparency. Ask the students to examine the map. Pose the following questions to students (these questions are also listed on the bottom of the map):

- A. How did the government change the land when they built the facilities of the camp to help Japanese Americans meet their daily needs?
- B. How was housing organized in the camp?
- C. How is this camp similar to the town in which you live? How is it different?

2. Responding to photographs

Pass out copies of the photographs taken at Rohwer (or copy on to overhead transparency, or use a computer, data projector, and the CD-ROM). Give the students a few minutes to examine the photographs, then have students answer the questions in pairs, individually, or discuss the questions as a class.

3. Responding to primary source documents

Read aloud or have students read individually the “Information Concerning Rohwer Relocation Center” (reproduced following this lesson or on the CD-ROM). Then have students answer the questions on the student activity sheet that follows. Then, read “The Westerners Came Rumbling” and respond to the questions. Alternately, this activity can be completed in pairs, with one student reading each document and explaining their document to their partner, then the students answering the questions together.

CLOSING

Have the students write an ACTAAP practice paragraph explaining how the inmates living in Jerome and Rohwer changed the land to meet their needs. Allow the students to revisit the photographs and documents used in the lesson. Then, have them score their essay or trade essays with a partner and score each other’s essay based on the following simple rubric (or a standardized one used in your school):

Score	Characteristics
4 (excellent)	<ul style="list-style-type: none"> • Fully elaborated, correct, and organized content • Precise vocabulary, varied sentence style • Consistent use of grammar and spelling (including subject/verb agreement, capitalization, punctuation, etc.)
3 (good)	<ul style="list-style-type: none"> • Central idea is clear but not fully elaborated, contains sense of closure • Vocabulary and sentence style are somewhat varied • Shows some weaknesses in grammar and spelling (including subject/verb agreement, capitalization, punctuation, etc.)
2 (fair)	<ul style="list-style-type: none"> • Unclear central idea or focus isn't clear; no elaboration and lacks organization • Short, simple sentences and limited vocabulary • Pattern of errors in all areas (including subject/verb agreement, capitalization, punctuation, etc.)
1 (poor)	<ul style="list-style-type: none"> • No or unclear central idea, no elaboration, repetitive • Basic vocabulary and choppy sentences • Little knowledge of rules of grammar and spelling displayed

EXTENSION

Look at the photograph files entitled “Photo-Rohwer Barracks with Creek, Bridge and Clotheslines” and “Photo-School Children Leaving the Grade School” from the CD-ROM with students. (Either print them on to an overhead transparency or use a computer with a data projector).

The first photograph was taken at Rohwer. Pose the following questions to students:

How did the inmates at Rohwer change the camp landscape to prevent a big problem in this picture?

Does this look like a place you would want to live for any length of time? Why or why not?

The second photograph was taken at Jerome. Pose the following questions to students:

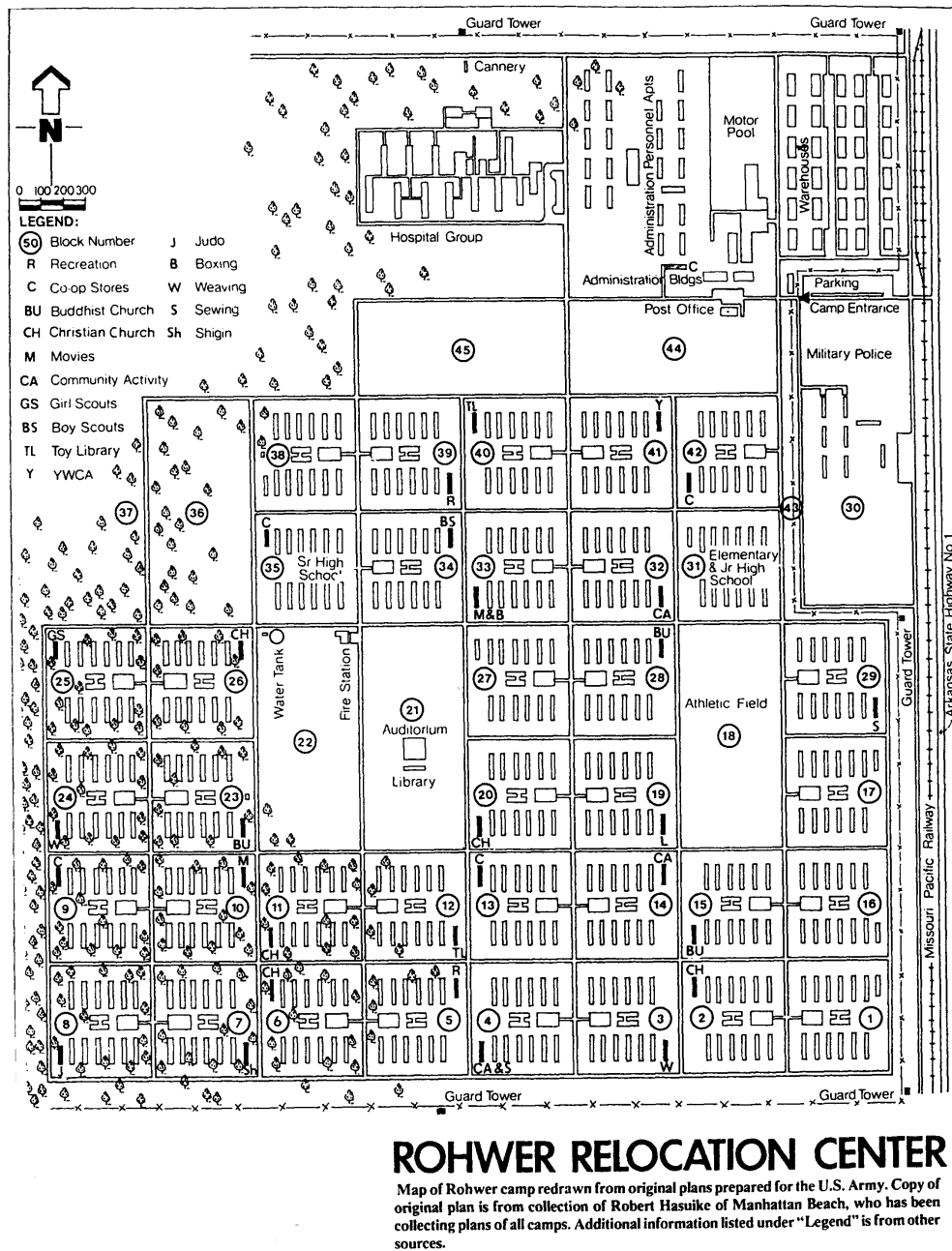
What change did the people make on the landscape to solve a problem created by the weather?

How did this change make life a bit more pleasant?

What other changes could be made to help the situation?

LESSON 6: HUMAN-ENVIRONMENT INTERACTION

MAP OF ROHWER CAMP (ROBERT HASUIKE COLLECTION)



1. How did the government change the land when they built the facilities of the camp to help Japanese Americans meet their daily needs?
2. How was housing organized in the camp?
3. How is this camp similar to the town in which you live? How is it different?

LESSON 6: HUMAN-ENVIRONMENT INTERACTION
STUDENT ACTIVITY SHEET: PHOTOGRAPHS



Photograph NO. NWDNS-210G-E308. Rohwer Relocation Center, McGehee, Arkansas. Volunteer workers are here constructing apartments for the administrative staff. National Archives and Records Administration. Photographer: Tom Parker



Photograph NO. NWDNS-210-G-E251. Jerome. National Archives and Records Administration. Photographer: Tom Parker



Photograph No. NWDNS-210-G-G363. Jerome Relocation Center. Dermott, Arkansas. Loading cabbages which have been harvested during the winter season. National Archives and Records Administration. Photographer: Gretchen Van Tassel

Questions to think about

1. How did the people in the camps change the land?
2. How did changing the land help meet the needs of the people in the camp?
3. What was grown in the fields around Rohwer?
4. Do you think the Japanese Americans in the camps were good farmers? Why or why not?

Information Concerning Rohwer Relocation Center

November 20, 1945

1. The first group composed of 249 evacuees arrived at the Center on September 17, 1942. These were advanced workers who came to help prepare for the others who were to follow.
2. The last train of incoming residents arrived at the Center on October 31, 1942.
3. All of the evacuees will be out of the Center by December 1.
4. The peak population here was 8,567. 11,926 people have been residents of this Center at one time or another. 2482 evacuees were transferred to Rohwer in June 1944, when the Jerome Center near Dermott, Arkansas was closed. The population of the Center as of November 17, was 504.
5. Since the Center opened, 9,693 have relocated.
6. Approximately 700 acres of land have been cleared by the evacuees since the Center opened, and 19 miles of main drainage ditches and 7 miles of lateral ditches have been dug. Five miles of bayous have been cleaned out to improve drainage.
7. Land totaling approximately 720 acres was leased for Project farming operations. Most of this was planted in vegetables but some was planted in corn, hay, and soy beans. In 1943, vegetables valued at \$70,067.00 were grown, and in 1944, \$108,823.00 worth were produced. These values were figured at three-fourths of the wholesale market prices. The principal vegetables grown were: cabbage, cucumbers, tomatoes, melons, eggplant, sweet peppers, diakon, and Chinese cabbage. Other vegetables grown were broccoli, carrots, turnips, peas, beans and sweet potatoes.

2V

- 2 -

8. At one time or another, 300 acres were under irrigation with water from a bayou near the farm. 150 acres were under irrigation at one time. Cucumbers and eggplant responded to irrigation better than any other crops. One year cucumbers averaged 6½ tons to the acre. Average yield on the best plots ran as high as 12 tons per acre. At five-cents per pound, the value of the average yield was \$650.00 per acre. The maximum yield was worth \$1300.00. In 1943, eggplant averaged 14000 pounds per acre, and at 4½ cents per pound, it was worth \$630.00.
9. Feeder hogs were brought for Project consumption and 1947 head, weighing 412,552 pounds were slaughtered. Their value was \$69440.28. The chief feed was garbage from the Center mess halls.
10. Between 875 and 900 soldiers have served in the Army who have either lived at the Center, or whose families have been residents here. Casualty notices have been received here for 26 killed in action, 28 wounded, 2 prisoners, and 2 missing. During the week ending November 18th, 18 casualty notices were received. Five were for those killed in action, 11 for those wounded, and 2 for those missing. All of these casualties were in France. In the first half of May, 1945, notices for 7 killed and 23 wounded were received. These resulted from the last big offense in Italy. Three Distinguished Services have been awarded soldiers from this Center. All were posthumous awards. A proportionate number of other decorations have been awarded other residents.
11. Center schools were given a grade "A" rating by the State Department of Education. High School graduates total 611. Average enrollment in High School and Junior High school was 1,013; in elementary school it was 856.
12. Red Cross Contributions from evacuee residents of the Center totaled \$3,036.80 in 1945.

The Westerners Came Rumbling

Hello, Denson, Arkansas! Is this what you are? But where are the "corn-lik-kered" squirrel-gun-toting hillbillies, the sacred razorbacks, the snake and alligator-infested swamps and the 65 inches of rain we heard so much about while in California?

The "Westerners" who came rumbling 2,000 miles over the rails to establish one of the largest cities in Arkansas practically overnight have not had their worst fears confirmed. They have found that they have been able to live here without having to battle strange creatures and unknown elements.

Man has survived these thousands of years in different climes all over the world. The migrants, 1942 style, have been no different; they are making necessary adjustments and learning the "lay of the land" rapidly.

The "black-haired" ones from the Golden State have fitted into the physical and mental pattern of this war-born city. The Center, after five months, has assumed that "normal" appearance.

Unlike the hustling, scrambling world outside, on the whole, life here goes on at an almost even keel. In exchange for the loss of certain liberties, the Project's people do not have to worry about tires, gasoline, sugar, rent, hospital bills and other normal and wartime headaches.

Let's follow one of these transplanted citizens for awhile: Joe Evacueemoto gets up, rushes for the washroom. Then he dashes into the dining hall just before the 7:30 a.m. deadline. He trudges to work. He asks his fellow workers what they had for breakfast and registers surprise when he finds out his block had dried prunes instead of dried peachesThey hold a discussion on the merits of their mess halls and praise and cuss their cooks. A girl next to him raves about the "sharp" dancer she



By Richard Itanaga

met at the "scrape and slide" last night. He says, "Oh yeah, no lie?" and goes to work.

It has rained during the morning and the employee must plod back to his block for lunch through the mud...a truck comes speeding along and splashes the "goosey mixture" on his group. He declares vehemently, "That cocky driver ought to have more sense!" His companions agree and they walk on fuming.

He prances into the dining hall, gets his plate of food and squeezes into his warped seat. He gets himself settled, then mutters to his neighbor, "Daikon again----damn those guys in Gila who insist on raising this Japanese conception of horse-radish."

Our 16-dollar-a-month man picks his way through the buckshot mud and is back on the job. He asks his fellow workers what they had for lunch. "Daikon" is the unanimous reply. He grins and gets to work.

It's 5:30 p.m. so he goes home. Joe sits at home waiting for the high-pitched sound of the dinner iron----there it is!

He's got "something on the line" tonight and he goes to the showers early --he steps in, turns on the water.. "Yow! It's cold!"

We find activities similar to that in any community: a group of boys spinning tops; a boy and a girl holding hands and walking, oblivious to the rest of the world; carpenters pounding and sawing; men loading food onto a truck; a block

manager trying to keep peace in a block as petty problems, caused by too much "elbow rubbing", spring up; the councilmen deliberate and discuss ways to improve the Center; a mailman making his sole-searing rounds; a congregation solemnly listening to a sermon; a dance with the local orchestra "giving out"; a basketball game with its yelling crowd; a choir practicing hallelujahs; students studying history; a reporter on his beat; a club holding an election; black-topped hens clucking over some juicy kernels of gossip----Yes, the panorama of a full-fledged city is almost all there.

Until the War Relocation Authority announced it was going to swing into the fourth step of its program, that of resettlement, the people were building a miniature world of its own----a type of Shangri-La hidden away in an almost inaccessible place. The outside world was a thing apart, a hazy place where making a living was serious business. Although the resettlement program has stirred the Center life, some people are still buried. Their stream of conversation never gets to the sea but runs in a stagnating circle around the center pool.

The evacuees are not without their worries, however; their biggest came when they faced that critical period in December and January when fuel wood to warm the Project's 2,300 odd apartments was needed immediately. An indefinite holiday was declared and every able-bodied man who could be spared trekked out to the "back yard" and started to fell trees in a feverish race with the weather. Fortunately, the clouds patiently held up their aprons full of water for three weeks during this crisis.

This, then, is a glimpse of Jerome Relocation Center. The first five months of its existence are history now. What the Center will look like five months hence would be difficult to guess with the present trend of events forecasting many changes. The people here are stirring as more and more of their number re-enter the nation proper.

WRA authorities hope that half of the people here will return to normal life in the next five months.

The opportunities to prove our right to live and fight as free Americans are improving.



LESSON 6: HUMAN-ENVIRONMENT INTERACTION

QUESTIONS FOR READING

Read #1, #6, #7, #8, and #9 of the document titled “Information Concerning Rohwer Relocation Center, November 20, 1945.”

1. List three pieces of evidence which prove the Japanese Americans made major changes in the land while at Rohwer.

a.

b.

c.

2. Other than growing crops, what type of work was done at Rohwer?

Read “The Westerners Came Rumbling,” by Richard Itanaga

3. The lands the camps were built on were undeveloped prior to the camps’ construction. The article “The Westerners Came Rumbling” contains evidence of how the land was changed to accommodate the detainees’ needs. List five places in the article where you see evidence of these changes.

a.

b.

c.

d.

e.

LESSON 6: HUMAN-ENVIRONMENT INTERACTION

ACTAAP WRITING PRACTICE

Pretend you are a Japanese American living in Jerome or Rohwer during World War II. Write a paragraph describing how people in your camp interacted with (changed) the land to meet needs, solve problems, or make life more pleasant. (Hint: Refer to your activity sheets for ideas.)

[illegible]

Lesson 7: Gardens

OVERVIEW

This lesson examines the geographic theme of human-environment interaction through a study of gardens at Jerome and Rohwer.

OBJECTIVES

Through a study of pictures and paintings of gardens at Rohwer and Jerome, students will identify ways in which Japanese Americans in the Arkansas camps altered their environment to better fit their needs.

GUIDING QUESTION

How did Japanese Americans impact the landscape at Rohwer and Jerome?

FRAMEWORKS

TCC 1.2, 1.4

PPE 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.5

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

SSPS 1.1, 2.1

MATERIALS

Painting: *Rohwer Camp* by Henry Sugimoto (reproduced following the lesson plan)

Student Activity Sheet

BACKGROUND

Many of the Japanese Americans who were sent to the Arkansas camps from California were *Issei* (first generation Japanese Americans) who had farmed in California. Bob Mitori, a former inmate, estimates that as many as seventy percent of those sent to Jerome and Rohwer were farmers. Not only had they been labeled aliens ineligible for U. S. citizenship, but they had also been denied the right to own land in California by the anti-alien land law of 1913.

Once settled into the life of the assembly centers and the relocation camps, these farm families put their skills to use. At Jerome and Rohwer, the Japanese American inmates dug ditches that drained the swampland and felled trees for firewood and to clear the land. This made it possible for them to grow crops of cucumbers, corn, tomatoes, mustard greens, cabbage, and Jubilee watermelons, which expanded their diet beyond starchy vegetables. Like other American families, they planted victory gardens to show their support of the country that labeled them aliens and their children, U. S. citizens by birth, non-alien.

They also created rock gardens and ornamental gardens of boxwood, calla lilies, and daisies. Sunflowers and castor bean plants provided much-needed shade as did morning glory and gourd vines trained to climb string or handmade stick trellises built over barrack walls and entrances.

OPENING

Show students the reproduction of Henry Sugimoto's painting "Rohwer Camp." You may wish to reproduce this as an overhead transparency or show the image in color from the CD-ROM (file name Painting – Sugimoto – Rohwer Camp). Ask the class to identify how the painting shows that Japanese Americans have altered the environment. Write responses on the board.

ACTIVITIES

1. As a class, examine the Henry Sugimoto painting *Planting Vegetables* (print in color on to an overhead transparency from the CD-ROM, or use a computer and data projector with the CD-ROM – file name painting- Sugimoto- Planting Vegetables). Divide the painting into four quadrants and have students look for objects and activities in each quadrant. What does the painting tell you about life at Jerome?

2. Read, or have students read aloud, the paragraph on the student activity sheet. Ask students to sketch pictures of the kinds of crops grown by inmates at Rohwer and Jerome. Ask students if they have grown these types of crops before. What are our motivations today for growing these things? How do they differ from those of the Japanese Americans during WWII?

3. Examine the photographs of the victory gardens at Rohwer (reproduce on to an overhead transparency, make a class set of photocopies, or use the computer, a data projector, and the CD-ROM) and have students answer the questions that follow either alone or with a partner.

CLOSING

Remind the students that one of the guiding questions for the unit is, "How did Japanese Americans impact the landscape at Rohwer and Jerome." Remind them that they will be addressing this question as part of their culminating project. Suggest that this lesson might provide some ideas that can be used in the culmination project.

Conclude by looking again at Sugimoto's painting, "Rohwer Camp." Pose the following question to students: "If you had been incarcerated at Rohwer, what changes would you have made to the environment?"

EXTENSIONS

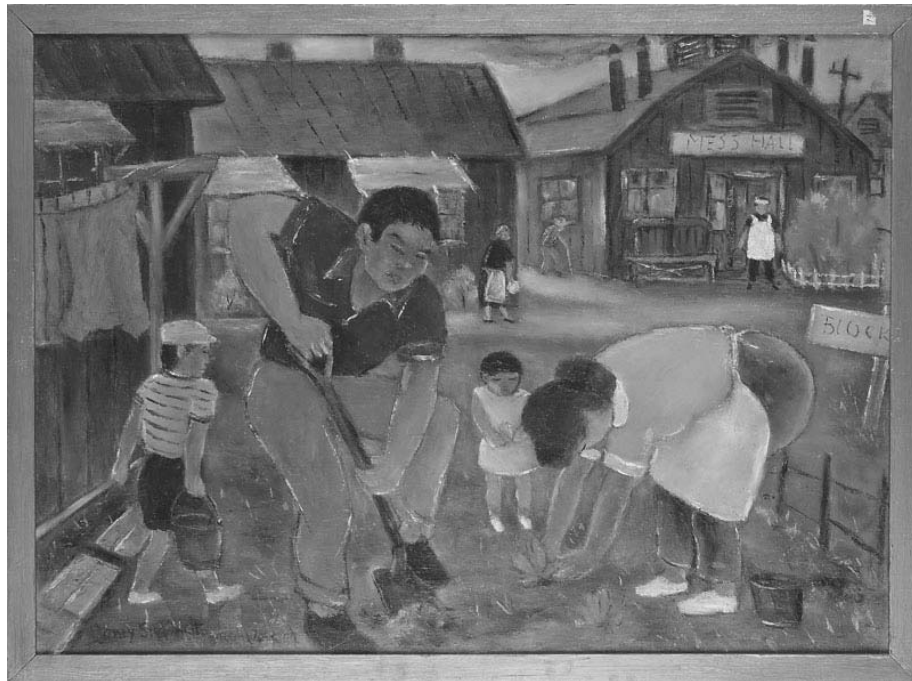
Plant sunflower seeds in paper cups. Record their stages of growth with drawings in journals. Take them home with instructions on where to plant and how to care for them.

Conduct research on other victory gardens planted by U.S. citizens during the war. Design a plot for your own victory garden at your home, community center, or school.

LESSON 7: GARDENS

STUDENT ACTIVITY SHEET

One former inmate estimates that as many as seventy percent of those sent to Jerome and Rohwer were farmers. Once settled into the life of the assembly centers and the relocation camps, these farm families put their skills to use. At Jerome and Rohwer, the Japanese American inmates dug ditches that drained the swampland and felled trees for firewood and to clear the land. This made it possible for them to grow crops of cucumbers, corn, tomatoes, mustard greens, cabbage, and Jubilee watermelons, which expanded their diet beyond starchy vegetables. Like other American families, they planted victory gardens to show their support of the country that labeled them aliens and their children, U. S. citizens by birth, non-aliens.



Henry Sugimoto, Planting Vegetables. 1944. Gift of Madeleine Sugimoto and Naomi Tagawa, Japanese American National Museum (92.97.71)



Photograph NO. NWDNS-210-G-H495. Rohwer Relocation Center, McGehee, Arkansas. One of many small victory gardens...6/16/1944. National Archives and Records Administration. Photographer Charles E. Mace.



Photograph NO. NWDNS-210-G-H434. Closing of the Jerome Relocation Center, Denson, Arkansas. 6/13/1944. National Archives and Records Administration. Photographer Charles E. Mace.

QUESTIONS TO THINK ABOUT

1. What kind of plants do you see in the above photos and painting?
2. Why do you think the Japanese Americans planted gardens at Rohwer and Jerome?
3. According to the paragraph and the painting, who was working in the gardens?
4. Compare and contrast Sugimoto's painting with the photographs. How are they different? How are they similar?
5. How did Japanese Americans impact the landscape at Rohwer and Jerome?



Henry Sugimoto, Rohwer Camp. ca. 1943. Gift of Madeleine Sugimoto and Naomi Tagawa, Japanese American National Museum (92.97.85).

Lesson 8: Where To?

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, student writings, and artwork 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 poster “Where To? Pick Your Place.” from CD-ROM; reproduce 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. 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 poster “Where To? Pick Your Place” from the CD-ROM [file name – poster – where to; also reproduced following this lesson]. Pose the following questions to students: Why do you think the artist painted this poster? When do you think it was created? To what places do you think the author is considering traveling? Where would you want to go?

Explain that this poster was created by a student in an art class at the Rohwer camp. The artist was responding to the re-opening of California to Japanese Americans. 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. 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 29:34 until 52:47 (approximately 23 minutes). This section of the documentary discusses the following subjects

- a) Activities in camp (29:34-32:00)
- b) Nisei (younger generation) moving to colleges & to take jobs (32:00-36:00)
- c) The 442nd Regimental combat team – those who left camp to join the military, as well as the loyalty questionnaire and fighting in Europe (36:05-47:10)
- d) Daily life in 1944 & changes from tight security of 1942 (47:15-48:53)
- e) Changing of local reaction to the camps by 1944 (48:53-49:55)
- f) Closing of the camps and resettlement (50:00-52:47)

If time is a factor, teachers may choose to show only the segments from 32:00-36:00 and 47:15-52:47, which most closely relate to resettlement.

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.

EXTENSIONS

Have students research the 442nd Regimental Combat Team and their role in World War II. Compare the terrain in which they fought in Europe to that of the camps, and that of California. Talk about adaptations these soldiers made to their environment, and the movement of goods, services, and people that was involved in sending troops to war.

REFERENCES

On the *Life Interrupted* primary source documents CD-ROM, see
Roy Uno interview, REgenerations Oral History Project
“Collected Thoughts”
“California Opens”
“My Feelings”



Poster "Where To? Pick Your Place" by Rohwer art student, ca. 1944 Mabel Rose Jamison Vogel Collection, courtesy of Rosalie Santine Gould

LESSON 8: WHERE TO?

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 8: WHERE TO?

“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

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 happened to Japanese Americans during World War II?

How did the geography of the Delta differ from that of the West Coast?

How did Japanese Americans impact the landscape at Rohwer and Jerome?

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 questions for the unit: “How did the geography of the Arkansas Delta shape the Japanese American experience in World War II?” 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 the Japanese Americans during World War II. Students should draw these conclusions upon what they have learned from this unit. It should be noted that while the Japanese Americans were allowed freedom of religion in the camps, they were nonetheless incarcerated behind barbed wire.

“FOUR FREEDOMS” FOR JAPANESE AMERICANS DURING WWII

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