

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.

