

Japanese Internment Camps in Arkansas

Students Learning about Arkansas Historic Places
Grades 7-12



Densho Digital Archive, 2009

Barracks at Rohwer Japanese Internment Camp. Courtesy Densho Digital Depository.



National Historic Preservation Act 1966-2016

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Instructional Guidelines

Grade Levels:

7-12

Arkansas History Grades 7-8

H.7.AH.7-8.6 Investigate social, economic, and political effects of World War I and World War II on various segments of the population in Arkansas.

Arkansas History Grades 9-12

Era5.5.AH.9-12.1 Analyze the social, economic, and political effects of World War II on Arkansas using a variety of primary and secondary sources (e.g., home front, war bonds, rationing, relocation camps, prisoner of war camps, missile silos, ammunition depots).

United States History since 1890 Grades 9-12

Era8.4.USH.4 Investigate social, economic, and political effects of World War II on the American people from multiple perspectives using a variety of primary and secondary sources (e.g., rationing, internment camps, contributions of women and minorities, defense industry towns, African-American migration, farmer prosperity, G.I. Bill of Rights, employment of women).

Objective

Students will learn about everyday life in the Rohwer Japanese Internment Camp in Arkansas using primary and secondary sources. Students will also learn about American attitudes toward Japanese-Americans during World War II using primary and secondary sources.

Required Materials

- Ask students to read the Arkansas Encyclopedia of History and Culture entry on the Rohwer Relocation Center <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=369>
- Ask students to read the Arkansas Encyclopedia of History and Culture on the Jerome Relocation Center at: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=2399>
- And/or invite the AHPP Education Outreach Coordinator to present AHPP's in-class presentation title "Rohwer: Japanese Internment in Arkansas." The PowerPoint presentation can also be downloaded at: <http://www.arkansaspreservation.com/Learn-More/Teaching-Materials/teaching-materials-home>

- *A Captive Audience: Voices of Japanese American Youth in World War II Arkansas* by Ali Welky. Butler Center Books, 2015. Teachers receive a 20% discount from the publisher for this book; all they have to do is ask at the time they order the book. If you don't have the budget for a classroom set, consider photocopying the required selections or scanning them and creating .pdfs for students. This book can be purchased directly from the publisher at: <http://www.uapress.com/dd-product/a-captive-audience/>
- The reading included in this lesson plan titled "What is Propaganda?"
- Several Tokio Kid Propaganda posters in this lesson plan under "Anti-Japanese Propaganda Posters in World War II."
- A War Relocation Authority film called *A Challenge to Democracy* justifying the relocation found on YouTube at: <https://youtu.be/OgkNaK6fviA>
- Access to the website Jason Davies Word Cloud <https://www.jasondavies.com/wordcloud/>

Additional Resources

Online Text Sources

- *Texts from Rohwer Restored: Documenting the Restoration of the Cemetery at Rohwer Relocation Center* by the UALR Center for Arkansas History and Culture
 - <http://ualrexhibits.org/rohwer/origins-of-relocation/>
 - <http://ualrexhibits.org/rohwer/history-headstones/>
 - <http://ualrexhibits.org/rohwer/history-of-the-monuments/>
 - Parts 1-4 of "Cycle of Conservation: Building a Resting Place 1942-1945" <http://ualrexhibits.org/rohwer/slides/part-1-building-a-resting-place-1942-1945/>
 - Videos about the restoration of the cemetery at Rohwer <http://ualrexhibits.org/rohwer/video-gallery/>
- The *Life Interrupted* project was created in 2004 to teach the public about Japanese Internment in Arkansas. Older lesson plans that may still have some use in current Arkansas classrooms can be found at: <http://www.ualr.edu/lifeinterrupted/curriculum/index.asp>
- An introductory essay from Internee George Takei and from Joanna Miller Lewis, the *Life Interrupted* project director, can be found at: http://www.ualr.edu/lifeinterrupted/curriculum/page_6-15_jh_intro_and_overview.pdf
- The National Archives offers several primary sources about Japanese Internment: <https://www.archives.gov/education/lessons/japanese-relocation/>
- The Japanese American Relocation Digital Archives offers several primary sources at: <http://www.calisphere.universityofcalifornia.edu/0/jarda/>

- A photo essay called “World War II: Internment of Japanese Americans” published by *The Atlantic* offers 45 photographs of Japanese internment and relocation at: <http://www.theatlantic.com/photo/2011/08/world-war-ii-internment-of-japanese-americans/100132/>

Videos

- *George Takei on the Japanese internment camps during WWII* by TVLegends: <https://youtu.be/yogXJI9H9z0>
- *Japanese Relocation* produced by the United States Government as “historical documentation” and includes narration by the War Relocation Authority director: <https://youtu.be/k6gSShuQCUE>
- *Manzanar, “Never Again”* by PBS: https://youtu.be/XgmY2P-xT_Y
- *Our Enemy—The Japanese*, a Navy training film and anti-Japanese propaganda film: https://youtu.be/XgmY2P-xT_Y
- Color footage of Japanese Internment Camps during World War II from *The Atlantic*: <http://www.theatlantic.com/video/index/243901/wwii-color-footage-of-internment-camps-for-japanese-americans/>
- *The Art of Gaman: Arts and Crafts from Japanese Internment* published by Smithsonian Magazine: <http://www.smithsonianmag.com/videos/category/history/the-art-of-gaman-arts-and-crafts-from-the-j/?no-ist>

Books

- Morrill, Jan. *The Red Kimono*. Fayetteville, AR: University of Arkansas Press, 2013.
- Schiffer, Vivienne. *Camp Nine: A Novel*. Fayetteville: University of Arkansas Press, 2011.

Lesson Procedures

Introduction to the Issue of Japanese Internment during World War II

1. Offer students a general introduction to World War II and Japanese Internment camps by inviting the AHPP Education Outreach Coordinator to your classroom to present the PowerPoint presentation “Rohwer: Japanese Internment in Arkansas”, or e-mail educationoutreach@arkansasheritage.org for a copy of the PowerPoint presentation.
2. Ask students to read “Introduction and Overview of the Internment Experience in Arkansas” from *A Captive Audience: Voices of Japanese American Youth in World War II Arkansas* by Ali Welky, pages 16-21.
 - a. Have students fill out the “Reading Comprehension worksheet” for ‘Introduction and Overview of the Internment Experience in Arkansas’ in small groups or individually. Discuss answers to the worksheet as a class.
3. Ask students to read the Encyclopedia of Arkansas History and Culture entry on the Rohwer Relocation Center:
<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=369>.
 - a. As a class, in small groups, or as individuals, ask students to answer the “Reading Comprehension Questions” for “Rohwer Relocation Center” Entry at the Encyclopedia of Arkansas History and Culture”
4. Ask students to read the Encyclopedia of Arkansas History and Culture on the Jerome Relocation Center at:
<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=2399>.
 - a. As a class, in small groups, or individually, ask students to answer the “Reading Comprehension Questions” for “Jerome Relocation Center” entry at the Encyclopedia of Arkansas History and Culture.

Introduction to War Time Propaganda

1. Ask Students to read the selection titled “What is Propaganda?” And fill out the short worksheet on the second page of this selection, under “Write Your Own Definition of Propaganda.”
2. Discuss definitions as a class or in small groups.
3. Break class into five or six small groups. Assign each group a “Tokio Kid” poster. Ask the group to fill out the “Tokio Kid Analysis Worksheet.”
4. Discuss answers and descriptions in groups or as a class.

Discussion about “A Challenge to Democracy” Film

1. Show students the War Relocation Authority film called *A Challenge to Democracy* justifying the relocation found on YouTube at: <https://youtu.be/OgkNaK6fviA>.
2. After students have watched the film the first time, pass out the worksheet “Discussion Questions for *A Challenge to Democracy*” and have them answer the questions in small groups or individually as they watch the film a second time. This could be done as a class as well. The teacher may want to pause the film at specific spots to point out things students should notice as they watch the film.
3. As a class discuss student answers to the questions.

Word Cloud Exercise for *A Captive Audience: Voices of Japanese American Youth in World War II Arkansas* by Ali Welky

1. Divide class into four groups.
2. Assign each group a chapter from *A Captive Audience: Voices of Japanese American Youth in World War II*.
3. As a group, ask students to read their assigned chapters.
4. Then ask students to choose 3 or 4 of the testimonials from students in each chapter.
5. Ask the group to type up each of these testimonials and copy and paste them into the word box at Jason Davies Word Cloud <https://www.jasondavies.com/wordcloud/>.
6. When students have finished copying and pasting the language into the text box, ask them to hit the “go” button.
7. When the word cloud is generated on the website, ask each group to write down the ten “largest” words on the Word Cloud.
8. Ask each group to write the title of their assigned chapter on the board or smartboard with a list of the ten largest words in the Word Cloud.
9. As a class, discuss what it means to find these particular words used frequently by Japanese Internment camp prisoners in their own memoirs of their experience. Why might these words show up more often than other words? Why would they be important to the writers?
10. Ask each group to write a short paragraph explaining why they think these ten words are used frequently in their assigned chapter and where they show up.
11. Ask each group to present their paragraph to the class as a whole.

Reading Comprehension Worksheet for 'Introduction and Overview of the Internment Experience in Arkansas'

1. **What two things did Executive Order 9066 give the Secretary of War the power to do?**

First Power:

Second Power:

2. **What fear prompted President Franklin D. Roosevelt to issue Executive Order 9066?**

3. **How many camps were established? What are three characteristics of the locations chosen for the camps?**

How many camps:

Three characteristics of camp locations:

4. **How many camps were established in Arkansas? What were the names of the towns that hosted the camps? How many Japanese-Americans were relocated to the camps?**

How many camps in Arkansas:

Names of the towns where camps were located:

How many Japanese-Americans relocated to Arkansas:

5. **What are three reasons the War Relocation Authority chose this part of Arkansas to establish two relocation camps?**

Reason 1:

Reason 2:

Reason 3:

6. How did many Arkansans react to the presence of Japanese internees in Arkansas?

7. What law did the Arkansas state legislature pass on February 13, 1943, concerning people of Japanese ethnicity? What happened to that law later?

What law was passed:

What happened to that law later:

8. How many Japanese families remained in Arkansas after the camps closed?

9. Many people call the Japanese residents at the camps “evacuees.” What three words do some historians consider more accurate?

Word 1:

Word 2:

Word 3:

10. Why is the term “concentration camp” problematic when it comes to describing Japanese internment camps?

11. In your own words, define the following terms used to describe generations of Japanese Americans.

Issei:

Nisei:

Kibel:

Stansel:

Yonsei:

12. What two things did internees at Rohwer do with their time?

13. What three activities did internees have to stand in line for while they lived at Rohwer and Jerome?

Activity 1:

Activity 2:

Activity 3:

14. Which internment camp was the last to close? How many months after the war did it close?

15. After the Japanese attack on Pearl Harbor in Hawaii in 1941, what did the U.S. armed forces do with 5,000 Japanese-American members of the military?

16. In 1943, the War Department created what group specifically for Japanese-American internees at places like Rohwer and Jerome? What was special about this group?

17. After the Rohwer camp was dismantled, what remained at the site?

18. What was the first of the relocation camps to close at the end of the war?

19. What was the Jerome camp site used for after it closed?

20. What is left of the camp at Jerome today?

Reading Comprehension Questions for “Rohwer Relocation Center” Entry at the Encyclopedia of Arkansas History and Culture

1. What percent of the population of the Rohwer and Jerome camps were American citizens?
2. What three states were home to 89% of the Japanese population in the United States at the time of the bombing of Pearl Harbor?
3. What was the purpose of President Roosevelt’s Executive Order 9102?
4. What were two requirements for the location of Japanese “relocation centers” according to the War Relocation Authority?
5. What Arkansas town was 12 miles west of the Rohwer site?
6. How much did it cost to build the Rohwer camp?
7. What was included in each “residential block” of barracks at the Rohwer camp?
8. What kinds of jobs did over 90% of the Rohwer camp population have before they were removed from California?
9. How much of the camps population were considered “Issei” and “Nisei”?
10. After the Rohwer camp closed, what happened to the buildings?
11. What year was the Rohwer camp listed on the National Register of Historic Places?
12. What is left at the Rohwer camp site today?

Reading Comprehension Questions for “Jerome Relocation Center” Entry at the Encyclopedia of Arkansas History and Culture

1. In which Arkansas county was the Jerome camp located?
2. How many days was the Jerome camp open?
3. The Jerome camp was located eight miles north of what Arkansas town?
4. How much did it cost to build the Jerome camp?
5. What kinds of buildings were located in the Administrative section of the camp?
6. Did white employees of the camp live with the Japanese prisoners? How do you know?
7. What percentage of the population at Jerome were aliens (non-citizens)? What percentage of the population at Jerome were citizens?
8. How did young people at the Jerome camp react to the U.S. armed forces forced military and draft program? What did they do about it?
9. What happened at the Jerome camp after it was the first of the 10 Japanese internment centers to close?
10. What remains at the site of the Jerome camp today?

What is Propaganda?

Propaganda is a type of **persuasion**. Persuasion is an attempt to influence an individual's thinking about a particular problem or issue. Propaganda is always biased, tries to **promote** or **demonize** a specific point of view or political agenda. It is never **impartial**, nor is it based on fact or reason. It often presents information in a misleading or selective manner. It uses emotionally, philosophically, or patriotically **loaded messages**. Propaganda has been frequently used by governments during war time as a way to raise the **morale** of **allies**, and **demoralize** the **enemy**.

Propaganda can have a positive or negative **connotation**, or meaning. Much depends on the purpose of the propaganda and the **perspective** of its creator and audience. A positive use of propaganda techniques happens in public health. Propaganda techniques are used for campaigns that encourage people to quit smoking, eat right and exercise.

During World War II there were several types of propaganda, including negative and positive versions. The Nazis and the Japanese created anti-**Allies** propaganda, in exactly the same way the Allies created anti-**Axis** propaganda. The United States government also created propaganda to convince Americans to change their behavior. There were war-effort posters and advertisements that encouraged people to conserve fat, food, and metal.

Vocabulary:

Persuasion: the action or fact of persuading (or convincing) someone or of being persuaded (or convinced) to do or believe something.

Promote: further the progress of (something, especially a cause, venture, or aim); support or actively encourage.

Demonize: portray as wicked and threatening.

Impartial: treating all rivals or disputants equally; fair and just.

Loaded message: a message that heavily relies on emotion or stereotype to create an appeal to an audience.

Morale: the confidence, enthusiasm, and discipline of a person or group at a particular time.

Allies: a country formally cooperating with another for a military or other purpose, typically by treaty; also, a person or organization that cooperates with or helps another in a particular activity. During World War II the Allies were U.S., Britain, France, USSR, Australia, Belgium, Brazil, Canada, China, Denmark, Greece, Netherlands, New Zealand, Norway, Poland, South Africa, and Yugoslavia.

Demoralize: cause (someone) to lose confidence or hope; dispirit.

Enemy: a person who is actively opposed or hostile to someone or something; also, a hostile nation or its armed forces or citizens, especially in time of war.

Connotation: an idea or feeling that a word invokes in addition to its literal or primary meaning.

Perspective: a particular attitude toward or way of regarding something; a point of view.

Axis: During World War II, the Axis powers were Germany, Italy, Japan, Hungary, Romania and Bulgaria.

Write Your Own Definition of Propaganda

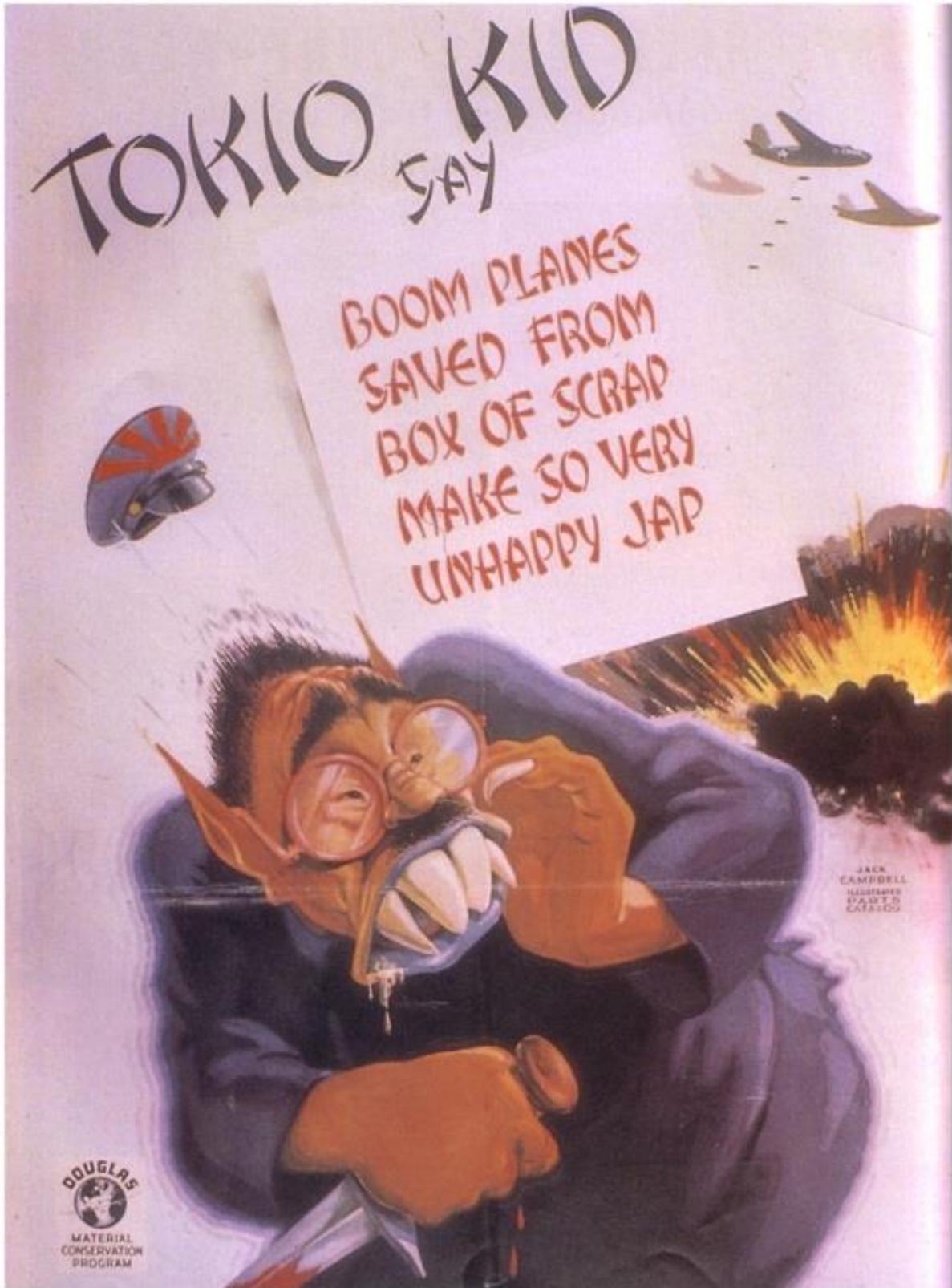
In your own words, answer the following questions to create your own definition of propaganda.

1. What is the purpose of propaganda?
2. How is propaganda different from news or scientific studies?
3. Give one example of positive propaganda you have seen in your everyday life.
4. Give one example of negative propaganda you have seen in your everyday life.
5. How is propaganda like advertising?
6. How is propaganda different from advertising?

Anti-Japanese Propaganda Posters in World War II

On the following pages are several Anti-Japanese propaganda posters produced during World War II. They feature a popular character called "Tokio Kid," which was sponsored by the Douglas Aircraft Company as a campaign to influence their workers and the general public to reduce waste during war time. The artist that created the "Tokio Kid" character was named Jack Campbell. ¹

¹ "Art: Tokio Kid." Time, June 15, 1942. Accessed June 6, 2016.
<http://content.time.com/time/magazine/article/0,9171,795843,00.html>.



Courtesy of the National Archives and Records Administration
Arkansas Historic Preservation Program, 2016

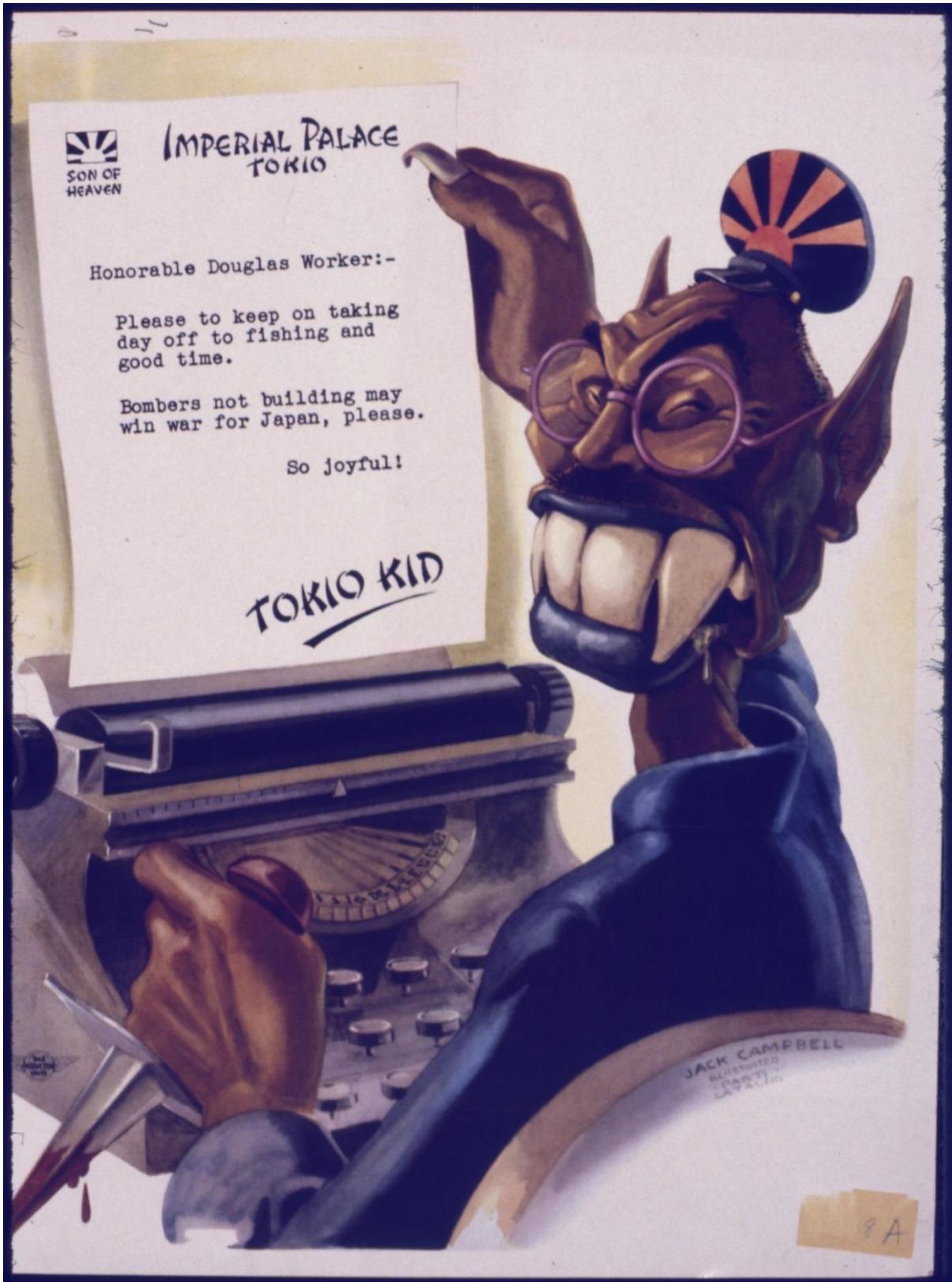


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Tokio Kid Poster Analysis Worksheet

Try to create an exhaustive list that you can use to write your own description of Tokio Kid. List as many adjectives or nouns that you can think of under each heading. Then, use those words to write a description of Tokio Kid as if you are explaining him to someone who has never seen a Tokio Kid poster.

Physical Characteristics of Tokio Kid	What makes Tokio Kid happy or unhappy?	What symbols are used in this poster? (example, Tokio Kid's bloody knife)	What do the symbols mean? (What does the bloody knife mean?)

Description of Tokio Kid:

Discussion Questions for *A Challenge to Democracy*

1. Early in the film, the narrator says “Evacuation!” Look up the definition of this word online or in a dictionary. Based on what you have already read about the Rohwer and Jerome Japanese Relocation Camps, do you think what happened to Japanese-Americans fits definition of this word? Why or why not?
2. At the 0.42 mark in *A Challenge to the Democracy*, the narrator says that people sent to places like Rohwer and Jerome “. . . are not prisoners, they are not internees, they are merely dislocated people—the unwounded casualties of war.” Why do you think that the government would want to stress this point in a film like this?
3. Why do you think the film spends so much time showing how hard the residents at the camps worked? What do you think this signals to non-Japanese American people?
4. Why would the makers of *A Challenge to Democracy* make a point of saying that “very little government money has been spent for recreational purposes”? What does this signal about the concerns of other Americans watching this film? Why do you think so?
5. Why do you think the War Relocation Authority is quick to point out that life in the camps is “Not normal” and never will be, while at the same time trying to assure the viewers of the film that life in the camps is as American as possible?
6. Why was it important for the War Relocation Authority to prove that there is “no question” about the constitutionality of the internment of people in the camps?
7. Why did the makers of the film take so much time to reinforce that Japanese workers who have “proved their loyalty” are hard working in areas around the mid-west? What expectations might a non-Japanese American audience have that would make the filmmakers think this was an important point to make?
8. Why do you think the filmmakers chose to end the film by talking about the 442nd Combat Team, made up entirely of Japanese-Americans who were mostly from the relocation centers? What would this signal to a non-Japanese American audience during war time?
9. Look up the word “propaganda.” Based on what you read, does this film fit the definition? Why or why not?