

Lesson 2: *Time of Fear*

OVERVIEW

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

OBJECTIVES

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

GUIDING QUESTIONS

What happened to Japanese Americans during World War II?

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

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

ARKANSAS HISTORY FRAMEWORKS

TCC 1.3

MATERIALS

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

Time of Fear Viewing Guide (1 copy per student)

BACKGROUND INFORMATION

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

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

OPENING

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

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

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

ACTIVITIES

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

CLOSING

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

EXTENSIONS

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

Excerpt from Lillian Hanansushi, "My Life"

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

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

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