

Civil Liberties in Times of Fear and Crisis

Teacher Lesson Plan

Developed by: Jenna Hull

SUBJECT	GRADE LEVEL	DURATION	FORMAT
AR History / US History	Grades 7–12	60–75 minutes	Investigation + debate

Rationale and Explanation

This lesson encourages students to use archival materials to understand the impact of incarceration on the civil liberties and constitutional rights of Japanese-Americans. Through the analysis of maps and primary sources, students will explore the extent to which these rights were restricted during World War II, as well as why and how those restrictions occurred.

Lesson Objectives



Identity card issued to Ruth Asawa

Knowledge Identify the several ways that civil liberties and/or constitutional rights were limited during World War II and/or during other times of crisis in United States history.	Analysis Examine primary sources to understand domestic policies affecting civil liberties and/or the impact of those policies on individuals.
Critical Thinking Evaluate governments' rationale for limiting civil liberties during war and/or among particular groups.	Communication Explain reasoning orally or in writing using evidence from maps and/or primary sources.

Arkansas State Standards

Course / Grade Band	Standard	Relevant Focus
Arkansas History (Grades 7–8)	H.1.AR.H.11	Investigate social, economic, and political effects of World War II on various segments of the population in Arkansas, including soldiers off to war, war casualties, women at work, Japanese-American internment (incarceration is becoming the more accepted term) camps, victory, and war production plants.
United States History Since 1929 (Grades 9–12)	H.5.US.H.4	Analyze primary and secondary sources to evaluate the social impact of historical events on the American people.
United States History Since 1929 (Grades 9–12)	H.5.US.H.23	Analyze effects of domestic policies on Americans in marginalized groups.

Lesson Outline

STEP 1

15–20 minutes

Introduction and Historical Context

Ask: Begin by asking students this question, which can be shared on the board or in slides. Students may discuss together or write their responses.

- Should the government ever limit personal freedoms during war time or national emergencies?

Next, explain the historical context of this question by introducing the following topics, using the resources provided as appropriate.

- Pearl Harbor
- Executive Order 9066 ([link](#))
- Forced removal of Japanese-Americans
- Camps at Rohwer and Jerome in Arkansas
- Students can read and/or watch short video clips from the following resource list:
 - [Japanese American Relocation Camps](#), article from the Encyclopedia of Arkansas
 - [Rohwer Relocation Center](#), article from the Encyclopedia of Arkansas; includes demographic information about Japanese incarcerated at camp
 - [Excerpt](#) from *Time of Fear*; introduction to camps/context (*Time stamp: start–2:50*)
 - [Excerpt](#) from *Time of Fear*; government response after Pearl Harbor & arrest of community leaders without due process (*Time stamp: 5:55–8:30*)
 - [Excerpt](#) from *Time of Fear*; Dr. C. Calvin Smith discusses Gov. Adkins' feeling towards Japanese-Americans, which serves as context for the subsequent incarceration and limiting of their freedoms (*Time stamp: 7:36–8:54*)
 - [Excerpt](#) from *Time of Fear*; Roger Daniels discusses early racism towards Japanese-Americans (*Time stamp: 2:15–6:00*)
- Review the [5th Amendment](#)'s guarantee of due process.

Ask: In what ways might the experience of incarceration represent a failure to uphold this constitutional protection?

After presenting the relevant background and context, the teacher should explain that although Japanese Americans' civil liberties were violated, the historical record also reveals limits to those violations and demonstrates the resilience of Japanese American communities. Students should understand that the lesson will examine both the violations and the responses to them.

STEP 2

10–15 minutes

Introduce the Rising Above Maps & Digital Archive

Begin with an overview of the Rising Above website's map and its functions <https://risingabove.cast.uark.edu/maps>. Specifically point students to the "Building the Camps" chapter and the subsequent layers within it.

Next, show students how to navigate the map. Demonstrate the following key functions:

- Read the narrative in the left side bar and select different sub-chapters (light blue) within a chapter (dark blue) for more information. When you choose a subchapter, the map data updates to highlight and label the layers for that chapter.
- Note how you can use the Change Camp feature to switch between Rohwer and Jerome
- Select a feature in the map to obtain more information with photos and other primary sources relevant to that feature.

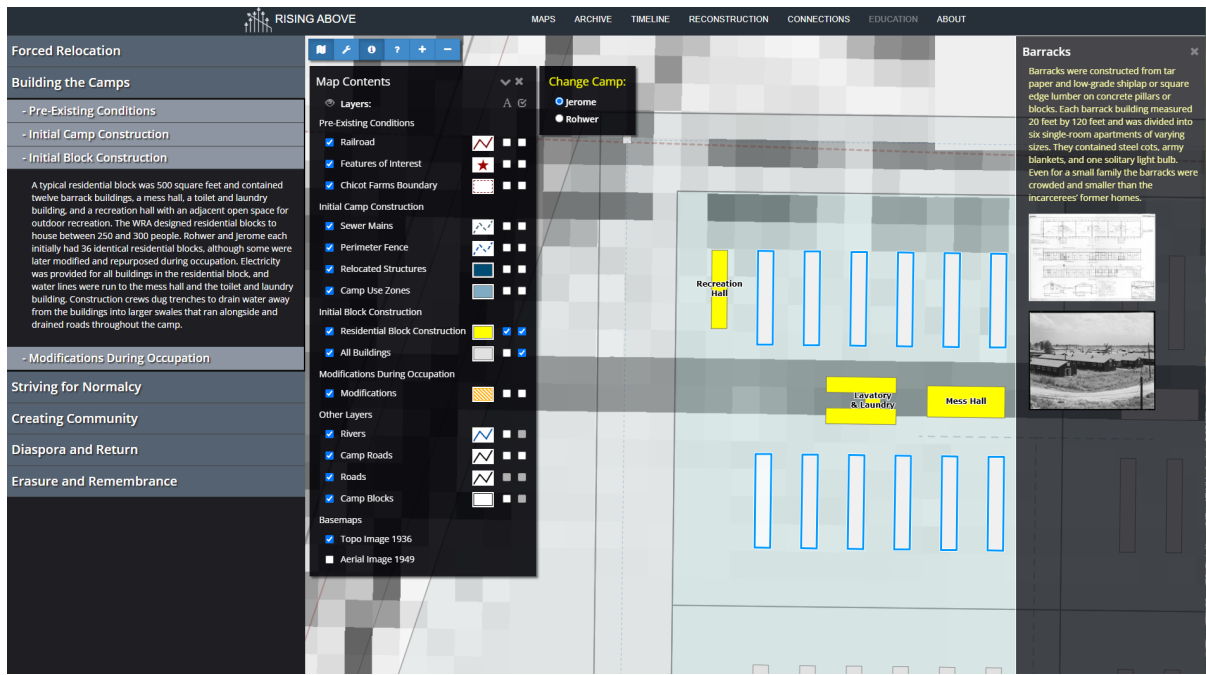


Image 1 The left side bar illustrates that we are learning about Initial Block Construction. The Barracks feature has been selected on the map and additional information and primary sources are listed for the Barracks feature on the right.

Next, show students how to use the digital archive <https://risingabove.cast.uark.edu/archive>. Use the Filters button at the top right to illustrate search functions.

- Key filters to encourage include:
 - **Dates:** Use the sliding bar to create a date range. Direct student to narrow their search to the years of the incarceration (1942–1945)
 - **Item Type:** 3D Object, Artwork, Audio, Photos, Correspondence, etc.
 - **Topics:**

Suggested topics to filter:

- *Race and racism - Discrimination*
 - *Activism and involvement – Civil Liberties*
 - *Activism and involvement – Civil Rights*
 - *Community Activities*
 - *Civil Rights*
- Select the first topic and hit **Apply**. To the immediate left of the **Filter** button, you will see the number of records that match your search. If the search returns multiple pages of records, the arrows and page numbers at the far left allow you to navigate through multiple pages.
- When you select an archival item, the metadata for that item is displayed in the right side bar. Note that the topics list is interactive (i.e. you can select a topic to find more items related to that topic). Encourage students to use the “View Transcription” button for text documents.

STEP 3

25–30 minutes

Website Investigation Activity

Students may work alone or in pairs to complete this activity using resources from the Rising Above website. Activities for various parts of the website are included. When coupled together, information from the maps and the archives more fully answer these questions. Students should be encouraged to use both resources to complete this portion of the lesson.

Interactive Maps	Archives
Explore the interactive maps and answer: <i>Note: Use the map section, Building the Camps, for these questions.</i> • Where were Rohwer and Jerome located? • What main criteria did the government have for selecting camp locations? • How did the remote location of the camps limit the Japanese-Americans' civil liberties (including freedom of movement or due process)? • How did the camp's features (such as gates, fences, guard towers) contribute to: ○ Limiting the residents' civil liberties? ○ Maintaining government control?	Using the filtering tools, locate one of the following that illustrates either a limitation on civil liberties or resilience in response to those limitations: • A photograph • A letter or autobiography • An artifact or newspaper item Do the following for each source: • Describe/summarize the source. • Analyze how the source demonstrates the impact of restricted civil liberties (including loss of property, freedom, or due process) on daily life. • Identify evidence of limited freedoms and/or resilience to those limitations.

Sample archival sources

- [Correspondence](#) from Roberta Clay to Governor Adkins regarding legislation prohibiting Japanese-American land ownership
- [Correspondence](#) from Earl Finch to Nathaniel Griswold regarding recreational activities at Rohwer; references small troubles within the Japanese community in the military
- Teruo Amano's high school [essay](#) on his opinion on forced removal
- Calvin Ueda's autobiographical [essay](#) on relocation
- [Newspaper article](#) discussing election at Jerome
- [Photograph](#) of children's community performance at Jerome
- [Painting in Arkansas](#), photograph of women painting at Jerome

Optional Extension: 3D Reconstruction (10 minutes)

For classrooms with access to Windows computers, the website's interactive 3D reconstruction of a neighborhood block at Rohwer can also be used for this activity. Students could do some or all of the following:

- Explore the interactive reconstruction
- Find details in the reconstruction to make inferences about the answers to these questions:
 - What evidence shows people trying to build community?
 - How does this affect the government's attempt to limit freedoms?

STEP 4

10 minutes

Primary Source Discussion

After working through the website investigation, students should share their findings in small groups and/or in a whole class discussion. Guide the discussion with questions such as:

- What did the maps reveal about limited civil liberties?
- What are some examples of civil liberties violations from the archive?
- What are some examples of acts of resiliency from the archive?
- What emotions appear in the sources?
- How did people respond to injustice?

Optional Extension: Structured Debate (15 minutes)

As an extension to the discussion, students may participate in a structured debate over this topic. Using their evidence from primary sources and the information from the teacher's instruction, students should answer the prompt:

In times of crisis, should security ever take priority over individual freedoms?

This could be structured according to teacher preference. For example, students could participate in a Socratic seminar, four corners activity, or other structured debate.

STEP 5

10 minutes

Reflection

Students should respond to this exit ticket at the end of class.

Exit Ticket Prompt

To what extent are governments justified in limiting civil liberties in times of fear and crisis?

Exit tickets may be collected digitally, on paper, or through discussion.