

# ***Camp Nine***

## **A Novel about Japanese Relocation in Arkansas**

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2013–14 School Year

The lesson plan utilizes *Camp Nine*, a novel published in 2011 by the [University of Arkansas Press](#) about Japanese relocation in Arkansas during World War II. The novel's author, Vivienne Schiffer, grew up in Rohwer, the location of the Japanese Relocation Center and the basis for the fictional *Camp Nine*. Students will not only study this era of Arkansas and United States history but they will review primary source materials such as digital oral histories, authoritative online encyclopedia articles, and a recorded lecture by the author.

**Suggestions for Use:** Save this document to appropriate desktop or removable storage device, as links to the *Encyclopedia of Arkansas History & Culture* entries, the Butler Center Online Collections, and the primary source document information from the Arkansas Studies Institute are “live.” Social studies/Arkansas history student learning expectations are suggested for use with the novel. Additionally, this lesson conforms to the **Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**, which require more informational reading and **writing** within the content areas.

**Goal of Lesson:** Students will utilize various sources, including electronic technologies, to gain an understanding of Japanese Relocation Camps (especially the ones at Rohwer and Jerome, Arkansas) established during World War II by [Executive Order 9066 signed by Franklin D. Roosevelt](#). Students will also participate in class discussions after reading *Camp Nine* and/or studying the time period. They will also conduct research and design a product based on information gathered.

**Grades:** 9<sup>th</sup> – 12<sup>th</sup>  
**(May be adapted for all middle school Arkansas history classes)**

**Objectives:**

1. Students will read the book *Camp Nine* and utilize the essential questions worksheet in preparation for completing the open response writing activity.
2. Students will discuss the novel, listen to oral history interviews, and use *Encyclopedia of Arkansas History & Culture* entries or primary source documents as selected by the teacher. The teacher will provide direction for classroom discussion.
3. Students will research items correlated to the novel and use the information gained to develop a small group project, using collaborative skills.

### **Arkansas Curriculum Frameworks:**

#### **Arkansas History Student Learning Expectations:**

**WWP.9.AH.9-12.2** Investigate the social and economic effects of World War II on Arkansans  
**WWP.9.AH.9-12.3** Research Japanese relocation camps and prisoner of war camps in Arkansas using available technology

## **American History (United States History) Student Learning Expectations:**

- WC.18.AH.4** Evaluate the effects of the forced relocation of Japanese Americans including the Arkansas connection:
- internment camps (Jerome and Rohwer)
  - [Korematsu v. United States](#)
- WC.18.AH.5** Evaluate the military contribution of minorities in World War II:
- Tuskegee Airmen
  - [Navajo Code Talkers](#)
  - [442nd Regimental Combat Team](#)
- CUS.19.AH.6** Investigate civil rights issues affecting the following groups:
- African Americans
  - American Indians
  - Asian Americans
  - Hispanic Americans
  - Women

## **Library Media Student Learning Expectations:**

- A.6.9.1** Understand that creative expression can be represented in a variety of formats
- A.6.9.2** Share information in ways that others can view, use, or assess.
- C.7.9.1** Read from a variety of materials, including genres, literary award winners, and classic literature.
- C.8.9.1** Read to make connections to self, previous reading, and the world.

## **Introduction:**

The teacher will select from the suggested student learning expectations for his or her students, review the key terms, preview selected text entries from the *Encyclopedia of Arkansas History & Culture* (EOA), review Butler Center online collections, investigate the Arkansas Studies Institute's references on the topic, browse links to associated topics, and prepare copies of lesson plan activities as needed. It is suggested that a classroom set of *Camp Nine* be obtained for use with this lesson. If a class set is not feasible, then the teacher should obtain at least one copy for reading out loud to the students. A set of five copies of the book would provide the basis for small-group activities.

Collaboration with the school library media specialist to identify and obtain appropriate resources from the school library media collection, the collections of other libraries, or from appropriate online sources, including the EOA at [www.encyclopediaofarkansas.net](http://www.encyclopediaofarkansas.net) and the Butler Center online collections at [www.butlercenter.org](http://www.butlercenter.org), is suggested. Links to resources on the topic from the Arkansas Studies Institute collections are available. For more information, see <http://www.arstudies.org/>.

## **Related Encyclopedia of Arkansas Entries:**

[Japanese American Relocation Camps](#), [Rohwer Relocation Center](#), [Jerome Relocation Center](#), [Henry Yuzuru Sugimoto \(1900–1990\)](#), [Mabel Rose Jamison \(Jamie\) Vogel \(1906–1994\)](#), [Joseph Boone Hunter \(1886–1987\)](#), [World War II](#), [World War II Prisoner of War Camps](#), [George Hosato Takei \(1937–\)](#), and [Civil Rights and Social Change](#)

**Related Butler Center for Arkansas Studies Online Collections:**  
[The Art of Living: Japanese American Creative Experience at Rohwer](#)

**Lesson Plans:** [Japanese Americans and the Rohwer Relocation Camp](#), [Under One Flag: A Year at Rohwer](#)

**AV/AR Audio Video Database:** Search Results with Term, **Japanese Relocation:** Bob Yada Interview (several clips), Delphine Hirasuna (Art of Gaman) Interview (several clips), Kazuko Tanaka and Yetsuko Saguchi Interview (several clips), and [Full-length lecture by Vivienne Schiffer](#) (56 minutes)

**Related Arkansas Studies Institute Resources**

[38 Results with Search Term, Japanese Relocation, Limited Items from Collections of Art and Memorabilia, Books and Other Catalog Records, Documents, Finding Aids, and Photographs](#)

**American History (U.S. History) Key Terms:**

<b>Nativism</b>	<b>Xenophobia</b>
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**American History (U.S. History) Key Terms Defined:**

**Nativism:** The policy of protecting the interests of native inhabitants against those of immigrants

**Xenophobia:** An unreasonable fear or hatred of foreigners

**Information Literacy Key Terms:**

<b>Authority/Validity</b>	<b>Figurative Language</b>	<b>Genre</b>	<b>Graphic Organizer</b>	<b>In-Text Citations</b>
<b>Literary Device</b>	<b>Organizational Strategies</b>	<b>Primary Source</b>	<b>Search Strategy</b>	<b>Search Technique</b>

**Information Literacy Key Terms Defined:**

**Authority/Validity:** In judging a work, this refers to the qualifications of the producer, author, or editor—a consistently reliable source?

**Figurative Language:** Uses figures of speech as a way of saying something; language that cannot be taken literally (e.g., metaphor, simile, personification)

**Genre:** A type of literary work identified by its design or purpose (e.g., historical fiction, poetry, fantasy, or realistic fiction)

**Graphic Organizer:** Organizes information on charts, timelines, chains of events, story webs, Venn diagrams, storyboards, etc.

**In-Text Citations:** The complete information about an item written in the text of a document according to the format listed in a recognized style manual (e.g., MLA, APA, *Turabian*, and *Chicago*)

**Literary Device:** A literary technique, such as mood, *figurative language*, or tone that is used to achieve a specific effect

**Organizational Strategies:** Methods of organizing information, such as *graphic organizers*, note cards, note taking, summarizing, paraphrasing, etc.

**Primary Source:** First-hand information including memoirs, interviews, letters, and public documents

**Search Strategy:** An organized plan that an individual may use to search for information

**Search Techniques:** A method used in a search strategy to locate information

**Procedures:**

The teacher will lead class instruction on the timeframe of American history during World War II and provide information about Japanese Relocation camps in Arkansas. If the class is a U.S. history class, the teacher may wish to use the websites linked to the frameworks such as *Korematsu v. United States*, Navajo Code Talkers, and 442<sup>nd</sup> Regimental Combat Team. Additionally, there is a link to the Executive Order 9066, which is a digital primary source document from the National Archives. Entries from the *Encyclopedia of Arkansas History & Culture (EOA)* may be used for supporting information in the teacher-led discussions. Related resources can be found in the Butler Center Online Collections and the Arkansas Studies Institute resources.

If a class set is available, each student should be presented with the book *Camp Nine*. If no class set is available, the teacher will need to read the book to the students (198 pages of text). The Essential Questions Worksheet/Open Response Prompts (Appendix A) should be distributed to and completed by the students. The Essential Questions (short answers based on questions in bold letters) can be graded together in class and discussed as a whole group or in small groups. (See Appendix B for Essential Questions Worksheet Answer Key). The questions can be used as Open Response Writing Prompts as directed by the teacher. The writing prompts are in bold italics on the Essential Questions Worksheet. The written open response should be submitted to the teacher for scoring. Teachers may use the sample rubric for scoring the writing or may use any district-approved rubric. (See Appendix B)

Students will be provided with a copy of the project description and rubric (Appendix C). This project may be performed individually or in small groups as either an in-class or out-of-class assignment. This decision is left to the discretion of the teacher, but the original intent of the plan designer was for it to be a small-group, in-class assignment. The length of time needed for the project will be decided by the teacher. This decision will also be determined after collaboration with the library media specialist for designing the search strategies and resources needed for the student project completion.

**Student Worksheets:** See Appendices A and C for essential questions, writing prompts, and project description with project-grading rubric.

**Teacher Handouts:** See Appendix B for essential questions answer key and writing-prompt-grading rubric.

**Sources:**

All frameworks are from the Arkansas Department of Education website: [www.arkansased.org](http://www.arkansased.org)

Free professional development resource for educators: *Teaching with Primary Sources Direct*  
[www.loc.gov/teachers/professionaldevelopment/tpsdirect](http://www.loc.gov/teachers/professionaldevelopment/tpsdirect)

**The Taylor Foundation** (Little Rock, Arkansas) makes Butler Center lesson plans possible.

Contact the Butler Center for Arkansas Studies, Central Arkansas Library System  
100 Rock Street, Little Rock, AR 72201  
501-320-5700  
[www.butlercenter.org](http://www.butlercenter.org) and [www.cals.org](http://www.cals.org)



## Appendix A: Essential Questions Worksheet/Open Response Writing Prompts

(Although several of the questions can be answered at the knowledge or application levels, other questions may require higher-level skills such as analysis, synthesis, or evaluation. The questions are in bold print.)

### Essential Questions:

1. Page two (unnumbered) provides two questions titled Application for Leave Clearance. **Answers to these questions lead to several events that transpire in the novel. What happened to Mr. Hiroshi Matsui when he answered NO to both questions?**

Question #27:

*Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?*

Question #28:

*Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese Emperor or any other foreign government, power, or organization?*

***Students can be directed by the teacher to explain all of the ramifications for the entire Matsui family after the father answered NO to both questions.***

2. Xenophobia is defined as the unreasonable fear or hatred of foreigners. In the novel, terms dealing with levels of Japanese immigration are referenced. **What are the differences among Issei, Nisei, Sansei, and Kibei? Students may have to research the terms or use the answer key.**

***This novel takes place in the Arkansas during World War II. In the novel, there are references to various kinds of “unreasonable fear.” The mother in the story was the daughter of Italian immigrants. And as the widow of a wealthy farmer, she was not allowed to “run the farm” because she was a woman. The farm foreman, Mr. Ryfle, becomes the central figure in the organization of the Ku Klux Klan, which was opposed to the Japanese Americans in the relocation camp and to the African Americans in the community. Students can be directed to explore “unreasonable fear” in one or many manifestations.***

3. Cecilia Morton is the main character in the novel through whose eyes we see everything that transpires at Camp Nine. Chess, as she is known by family and friends, lives with her widowed mother near her grandparents' plantation. Chess's mother, Caroline, becomes the art teacher for the school at Camp Nine. **As Henry Matsui prepares to go to basic training with the 442<sup>nd</sup> Unit, what does Mrs. Matsui ask that Caroline draw on the Senninbari for him? What does Senninbari mean?**

**The Senninbari is returned to the cemetery in Camp Nine by David Matsui twenty years after his family was moved to Chicago. He and Chess have a long conversation in which he shares with her the truth about her Delta community. He leaves the Senninbari on the cherry tree and places a handmade Medal of Honor on it. He states that Henry could fight and die in a war but “this nation could not get past the way we looked.” Students can be directed to explore how individuals are labeled based on “the way they look.”**

4. Art and music both play a part in the novel. David Matsui follows a career in music after learning from Cottonmouth Monroe. Caroline learns that there is an ancient Japanese art form which finds beauty in everything, including the Arkansas cypress. **What kind of music does David learn from Cottonmouth Monroe and what is the name of the ancient Japanese art form?**

**The tree featured on the front of the book jacket is a cherry tree in full bloom. To the Japanese, the cherry blossom is a symbol of “how short and beautiful life is.” Reread pages 98–99 in the novel to understand the significance of the cherry blossom for Henry Matsui. Barbed wire is in the foreground of the cherry tree on the front book jacket cover. Students can be directed to write about the symbolism of the “blossom” and the “wire.”**

## Appendix B: Essential Questions Worksheet Answer Key/Open Response Writing Rubric

### Answer Key for Essential Questions:

1. Mr. Matsui was sent to Tule Lake, a prison camp in California.
2. The terms which describe the levels of Japanese immigration are below:  
  
 Issei – 1st generation Japanese immigrant  
 Nisei – 2nd generation Japanese immigrant – American citizen by birth  
 Sansei – 3rd generation Japanese immigrant – American citizen by birth  
 Kibei – American citizen who had primary education in Japan (This term was used in novel.)
3. Caroline drew a tiger on the Senninbari. The term *Senninbari* was defined as a “thousand-person stitches.” “The tiger is courageous. He can wander far from home and return safely. All Senninbari have a tiger. For good luck to come home to mother and father. From the war.” (page 75)
4. Cottonmouth Willie taught David how to play and sing the blues. Investigate Arkansas history and the blues by reviewing the [Encyclopedia of Arkansas History blues entry](#). Kobi is the name for the Japanese ancient art form. Go to the online collection website for a photograph of a carving similar to the one detailed in the book on page 71 of the novel. See online collection at [“The Art of Living: The Japanese Creative Experience at Rohwer.”](#)

### Sample Open Response Rubric:

**25 points possible (five for each area: spelling, grammar, sentence formation, content, and style)**

<u>Score</u>	<u>1</u>	<u>3</u>	<u>5</u>
Spelling Grammar Sentence Formation Content Style	There are multiple spelling and grammar mistakes. There are no or few complete sentences. There is no central idea with organized elaboration or unity. There is no selected information with a variety of vocabulary.	There are two or fewer spelling and grammar mistakes. Most sentences are complete, and there are two or fewer run-on sentences. There is a central idea but not much organized elaboration or unity. There is some selected information with some variety of vocabulary.	There are no spelling and grammar mistakes. All sentences are complete with no run-on sentences. Some sentences are complex. There is a central idea with organized elaboration and unity. There is selected information with a variety of vocabulary.

The teacher will have to determine the appropriate utilization of citations and the points awarded. The teacher may also wish to review the writing standards outlined at the Arkansas Department of education. See this link: [English Language Arts Standards » Writing » Grade 9-10](#)

### English Language Arts Standards » Grade 9-10 » 2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## Appendix C: Individual/ Group Project Description & Rubric for Project

### Project Description:

After reading the novel *Camp Nine* use the [Advanced Search Screen](#) on the *Encyclopedia of Arkansas History & Culture (EOA)* to research **Japanese Relocation Camps**. Students will use the information from various entries and work in groups as designated by the teacher to design and produce one of the following. Students may also use digital resources from [www.butlercenter.org](http://www.butlercenter.org) as described in the lesson plan.

1. Prepare a front page of the Camp Nine school paper. See example of Rohwer school newspaper on the ["Collection Description" page](#) described in the "Art of Living" online project.
2. Prepare a news release going to a media outlet which describes the visit of the [442nd Regimental Combat Team](#) who came from training at Camp Shelby in Mississippi to visit Camp Nine. As described in Chapter 11 beginning on page 123, the Japanese U.S. Army soldiers from Hawaii did not understand the circumstances faced by the soldiers who left Camp Nine to join the team.
3. Design a travel brochure describing points of interest in [Chicot County](#), [Drew County](#), and [Desha County](#) in Arkansas, the counties where the two Japanese Relocation Camps were located. One could also prepare a travel brochure describing the [Arkansas Delta](#). All are EOA entries.
4. Using the EOA entry on the [Arkansas Delta](#), create a map of the Arkansas Delta and the agricultural resources found there. Mr. Hayashida (page 137) helped Caroline Morton with growing a successful crop and introduced her to [rice a "novel grain,"](#) which would become lucrative for the farmers in that part of Arkansas.
5. Before Mr. Matsui is taken to the prison camp in Tule Lake, California, he and Caroline Morton had had a discussion about Mr. Matsui's friend from San Francisco who had been arrested for refusing to evacuate when ordered. The friend, Fred Korematsu, endured much in his legal battles. Develop a presentation such as a PowerPoint outlining this struggle. This would fulfill the American History/U.S. History teaching framework, **WC.18.AH.4**. Review the website for the [Fred Korematsu Institute](#).

### Suggested Grading Rubric for Project:

Spelling/Grammar – 10 pts  
Content – 30 pts  
Accuracy of Information – 20 pts  
Citation of Information – 20 pts  
Creativity – 20 pts

**Total – 100 pts**