

Annotated Bibliography

Primary Sources

Britannica, The Editors of Encyclopaedia. "Japanese American Internment." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 3 May 2019, www.britannica.com/event/Japanese-American-internment/media/1983020/96371.

This picture showed us how patriotic people in America of Japanese descent were. They were Americans just like the rest of the people. They desired to assimilate and wanted to be accepted as Americans.

Burkholder, Jared. Personal Interview. 20 March 2019.

Speaking with Doctor Burkholder, a Professor at Grace College and Seminary, gave us a whole new perspective on our thesis. We learned about how to properly organise our thesis in a way that is striking, engaging, and truly expresses our opinions. This expert on this time period helped us see multiple perspectives.

"Concentration Camps Quotes (31 Quotes)." *Goodreads*, Goodreads, www.goodreads.com/quotes/tag/concentration-camps.

We learned a lot about the feelings that these Japanese Americans felt during the time when they were imprisoned. This helped us build our short-term impact because it lead us to the conclusion that they were scarred from all they had been through.

"CSUN Today." California State University, Northridge, <https://csunshinetoday.csun.edu/university-news/csun-to-help-digitize-1000documents-oral-histories-relating-to-wwii-internment-of-japanese-americans/>.

This website helped us understand what Japanese had to go through during this time period. It showed what the Japanese who were interned were sometimes separated from their families; it was very difficult to find any sense of normalcy again. It also gave us a lot of statistics. One

example of this would be that it said 120,000 Japanese-Americans were interned. These statistics helped us get a broader idea of the massive scale of what happened in the 1940s.

“Executive Order 9066: Resulting in the Relocation of Japanese (1942).” *Our Documents - Executive Order 9066: Resulting in the Relocation of Japanese (1942)*, www.ourdocuments.gov/doc.php?flash=false&doc=74.

This website told very clearly what happened to the Japanese. It also demonstrated the act of how the government later passed laws to never intern a whole race again. This website gave us very helpful information on Executive Order 9066. It also showed the importance of Executive Order 9066. Therefore, it really helped us see how the government works in times of perceived threats from Japanese-Americans - believing that the safest solution was isolation through internment camps.

“First Day at Stockton.” *A | More | Perfect | Union*, 10. Stockton, California. May 1942, amhistory.si.edu/perfectunion/collection/image.asp?ID=821.

This picture showed us what the camps were really like; they were crowded and full of people who should be in their own homes, not in a camp. These were assembled quickly and were barely even suitable for short-term living, let alone be a home for families for several years.

Government Repayment. Digital History 1990.

http://www.digitalhistory.uh.edu/active_learning/explorations/japanese_internment/bush.cfm.

This image is of the letter sent to all Japanese internees; it showed us how the United States government apologized. They gave money to each Japanese internee, \$20,000, but that couldn't repair their hearts. So the reparations apology helped the Japanese-Americans, but not enough for them to completely forgive our government or recover financially.

**“The Incarceration of Japanese-Americans during World War II.” *Atomic Heritage Foundation*, 20 July 2016,
www.atomicheritage.org/history/incarceration-japanese-americans-during-world-war-ii.**

This website taught us a lot about the aftermath of Japanese internment camps, including Executive Order 9066, and how the government paid twenty thousand dollars to each Japanese-American who was imprisoned.

***Internment. Photographer. Britannica ImageQuest, Encyclopædia Britannica*, 25 May 2016.
quest.eb.com/search/115_2734280/1/115_2734280/cite. Accessed 4 Jun 2019.**

This is a primary source image taken by Dorothea Lange. It shows members of the Japanese-American Mochida family tagged and waiting to be relocated to an internment camp. We put this image inside the wooden house and zoomed in on the little girl who looked sad and lost. This resource helped us feel empathy for this family and understand the tragedy of this forced relocation.

**“Interstate Commerce Act (1887).” *Our Documents - Interstate Commerce Act (1887)*,
www.ourdocuments.gov/doc.php?flash=false&doc=49.**

This website told the tragedy of what happened to the Japanese. It also showed the act of how the government made laws and explained how difficult it would be for the government of the United States to do this to any group again. In addition to this, the website gave specific information on the law passed called Executive Order 9066. It also showed us how important Executive Order 9066 was and still is. Therefore, it really helped us see how the government handles issues like homeland security.

**“Japanese Americans FBI Search of Home.” *A | More | Perfect | Union*, Dec. 1941,
amhistory.si.edu/perfectunion/non-flash/removal_crisis.html.**

This picture showed us the true mistrust the European Americans had towards the Japanese Americans; they even went as far as to search their homes for any evidence that they might be

conspiring with Japan. What we learned was that there was a complete lack of evidence that would be required today. Anti-Asian prejudice was strong - even in law enforcement.

Kandil, Caitlin. 'Never Again' Japanese Internment Panel Will Discuss Strategies to Avoid Repeating History. Manzanar in California's Owens Valley. 13 Apr. 2017.
<https://www.latimes.com/socal/daily-pilot/news/tn-wknd-et-japanese-internment-20170413-story.html>.

This image helped us understand how the Japanese couldn't just do whatever they wanted. The United States military made them work, train, and even clean. They trained them because the United States used some of them as linguists - a secret weapon during WWII. So, this made us realize that the Japanese weren't just interned for security reasons.

National Endowment for the Humanities. "Chronicling America | Library of Congress."
News about Chronicling America RSS, 2012,
chroniclingamerica.loc.gov/search/pages/results/?state=&date1=1789&date2=1963&proxtext=children%2Bin%2Bjapanese%2Binternment&x=12&y=19&dateFilterType=yearRange&rows=20&searchType=basic.

This website from Chronicling America helped to provide us with information about children. It helped us improve our thesis by showing us the real tragedy of these camps. These children were robbed of their childhoods, something they can never get back.

National Geographic Society. "Initial Idea for Japanese-American Internment." *National Geographic Society*, National Geographic, 29 Oct. 2013,
www.nationalgeographic.org/thisday/jan14/initial-idea-japanese-american-internment/.

This picture helped us to see how dehumanised the Japanese-Americans truly were. It gave a powerful visual and let us see the heart of the story. This is a story about punishing a group of people because they looked like their Japanese ancestors. Even having 1/16th or more Japanese blood put an individual at risk of arrest or internment.

Rooster, Rubber. History Lesson: Japanese Internment Camps. 24 Mar. 2017.

<https://allthatsinteresting.com/japanese-american-internment-program>.

This image is of a woman pointing to a sign that she hung on her house. It reads, “Japs keep moving - this is a white man’s neighborhood.” Therefore, this informed us that many people were extremely racist. We thought, at first, that they just showed it to their faces. In fact, they felt bold and protected when they used racial slurs. But, people were very open and didn’t hide their racism one bit.

Smith, Rasheeda. “How Japanese American Linguists Helped the U.S. Army Fight Japan.” HistoryNet, HistoryNet, 12 Feb. 2019, www.historynet.com/japanese-american-linguists-in-army.htm.

This is an image of a Japanese-American linguist. We learned from the image what a linguist was in the first place. They were Japanese who were initially interned in United States camps, but helped fight against Japan during the war. This side of the story was never promoted by our government. Only recently have we learned about our dependence on Japanese-Americans as linguists to help us win the war.

Staff, Bio. “Japanese Internment Camp Survivors: In Their Own Words (PHOTOS).”

***Biography.com*, A&E Networks Television, 16 Feb. 2017,**

www.biography.com/news/japanese-internment-survivors-stories-75th-anniversary-photos.

This is a website that provided us with good quotes and lots of primary photos. It helped us see what was really going on in the heads of the people living through the internment of the Japanese Americans. This helped understand the tragedy and helped us connect on a human level to the suffering.

Transnoodle. *The View from a Japanese Bomber during the Attack on Pearl Harbor, December 7, 1941.* . 6 Dec. 2016.

<https://timeline.com/the-tragic-miscommunications-that-lead-to-the-bombing-of-pearl-harbor-174c920b37a0>.

This picture showed us what the bombing of Pearl Harbor looked like during the attack. We learned why European Americans might have distrusted the Japanese so much after this happened.

Wang, Frances Kai-Hwa. “Supporters Push for Mitsuye Endo's Presidential Medal of Freedom.” NBCNews.com, NBCUniversal News Group, 14 July 2015, www.nbcnews.com/news/asian-america/supporters-recommend-presidential-Medal-freedom-mitsuye-endo-n391736.

This is a photo of Mitsuye Endo, who was the woman whose supreme court case ended the internment camps for good! It showed us that she was a normal woman like all the other internees, but she had the courage to speak up for what they all deserved.

Secondary Sources

**“Asian Americans.” *Britannica School*,
school.eb.com/levels/middle/article/Asian-Americans/272976.**

This article on Britannica Schools gave lots of information on immigration. It showed us how the Japanese got to the United States in the first place. Therefore, it told us the background and story behind why the U.S. government interned all these Japanese citizens and immigrants. As we learned from the article, the Japanese came to the U.S. because of the discovery of gold in California. Then, more Japanese kept coming. Eventually, the United States felt like the Japanese were taking up too much of the population. Next, the bombing on Pearl Harbor happened and that made our government feel insecure and forced all Japanese descent into internment camps.

**“Asian American History.” *Japanese American Citizens League*, 2019,
jacl.org/asian-american-history/.**

This is an article published by the oldest and largest Asian Pacific American civil rights organization. This webpage was helpful for us to understand the reasons behind immigration of Asians to America. We used this resource for our background as we began to see political and economic issues. We learned about the “Yellow Peril” fears and subsequent exclusion.

**Chin, Aimee. *Long-Run Labor Market Effects of Japanese American Internment During World War II on Working-Age Male Internees*. Department of Economics, University of Houston
www.uh.edu/~achin/research/chin_japanese_internment.pdf.**

This article helped us see the background in a more in- depth way, and it gave us information on the facts and statistics side of the Japanese Internment. Most other articles told more of a story. We relate to the stories, but we needed a bigger picture of what really happened. Therefore, the statistics side painted a better picture in our minds. We learned that over 17,000 children under the age of 10 were sent to internment camps.

Frail, Paul Kitagaki Jr.T.A. “The Injustice of Japanese-American Internment Camps Resonates Strongly to This Day” Smithsonian institution January 1, 2017<https://www.smithsonianmag.com/history/injustice-japanese-americans-internment-camps-resonates-strongly-180961422/>.

This website explained how the Executive Order 9066 evolved. It included multiple reports of citizens in the U.S. standing up and saying that the internment of Japanese was wrong. After so many reports, the government finally opened their eyes and saw how it really was wrong for them to do so. Therefore, the citizens influenced the government; it wasn't the government repenting without pressure.

Japanese American Citizens League. “Asian American History.” *Asian American History*, Japanese American Citizens League, jacl.org/asian-american-history/.

This website gave us a reliable timeline that helped with all of the sections. It also gave us dates for when each event of the Japanese Internment camps happened. Therefore, we knew the story of the Japanese from the beginning all the way to the end.

“Japanese American Internment .” Japanese Internment , 2017, [www.umbc.edu/che/tahlesson/pdf/Japanese_American_internment_during_world_war_II\(PrinterFriendly\).pdf](http://www.umbc.edu/che/tahlesson/pdf/Japanese_American_internment_during_world_war_II(PrinterFriendly).pdf).

This document helped us understand the whole story of the Japanese who were interned. It was an experienced writer in high school who wrote this informational story. We really took in all of the information, since it was somebody close to our age who published it. Therefore, this website was easier to understand than any of the other websites.

Japanese flag of the rising sun. Photography. Britannica ImageQuest, Encyclopædia Britannica, 25 May 2016.
quest.eb.com/search/118_843400/1/118_843400/cite. Accessed 4 Jun 2019.

We used this image of the Rising Sun Flag on our table display. We learned that it was first used as the war flag of the Imperial Japanese Army in 1889. This is to remind us that we were at war with Japan. As a reaction to war hysteria, we rounded up Japanese-Americans and imprisoned them in race tracks and fairgrounds before sending them to internment camps.

“Japanese Internment.” On “Spring and All”,
www.english.illinois.edu/maps/poets/g_l/haiku/mackey.html.

This website, with maps, helped us to understand where the internment camps for Japanese were. It also showed us how many there were and in which parts of the country. This website helped us realize that this tragedy in history wasn't just a camp here and there; there were many camps in each state. The maps included information on how many Japanese were in each of the ten camps.

“Japanese Relocation During World War II.” National Archives and Records Administration, National Archives and Records Administration,
www.archives.gov/education/lessons/japanese-relocation.

This website was all about the background of Japanese Internment Camps. It thoroughly explained how racist the U.S. was toward the Japanese immigrants and what happened to spark the camps. The bombing on Pearl Harbor was the build-up to these camps and the website explained how the government felt when they were attacked. Therefore, it helped us understand that the government had a right to act, but not in the awful way they did.

Khokha, Sasha. "Haiku Poet Documented Life in Japanese Camps." *NPR*, NPR, 13 Oct. 2007, www.npr.org/templates/story/story.php?storyId=15251814.

We learned from this haiku that it wasn't all discrimination; there was still some kindness left towards the Japanese. This haiku talked about a caucasian family that helped house another family that was Japanese.

Lyon, Cherstin. "Loyalty questionnaire." *Densho Encyclopedia*. 12 May 2014, 07:53 PDT. 16 May 2019, 14:19 <<https://encyclopedia.densho.org/Loyalty%20questionnaire/>>.

This article showed us how desperate the United States was, desperate enough to give all incarcerated people a "questionnaire" testing their loyalty to the United States and renouncing all loyalty towards the Emperor of Japan. It helped us with our thesis when we saw how much hatred there was and how destructive that racism was to the Japanese-Americans.

Mazer, Harry. *Boy at War*. Scholastic Inc, 2001.

This is a fictional book about the sinking of the USS Arizona in Pearl Harbor. It was helpful for us to understand what it might have been like to grow up during World War II and be treated with suspicion. A quote in the book is, "May such injustice and humiliation never recur." This helped us with our long-term hope that we have learned from this.

"Miriam's Well: Poetry, Land Art, and Beyond." *Miriam's Well Poetry Land Art and Beyond*, miriamswell.wordpress.com/tag/japanese-internment-camp-haiku/.

From this poem, we learned just how quick the internment was. It told the story of how a woman was walking down the street to get groceries; doing her everyday life. She was minding her own business, but then an American soldier grabbed her and demanded she go with him. This woman had only a couple of minutes to pack her items and get going to the camp she was assigned to.

Mochizuki, Ken. *Baseball Saved Us*. Live Oak Media, 2005.

This was one of the first books we looked at. It is a picture book. It was inspired by actual events. This book shows how the children endured racial slurs and through this “American” game of baseball, found a way through this tragedy.

"Okubo, Mine." "Okubo, Mine." *Prejudice in the Modern World Reference Library*, Encyclopedia.com, 2019, www.encyclopedia.com/social-sciences/news-wires-white-papers-and-books/okubo-mine.

We learned from this excerpt that Mine Okubo was a strong writer and artist who was interned in 1942. She is now famous for her sketches portraying the camps as she defied the rules of recording images of the internment camps.

Pace, Eric. "Mine Okubo, 88, dies; art chronicled internment camps." *New York Times*, 25 Feb. 2001, p. 29. *Biography In Context*, <http://link.galegroup.com/apps/doc/A70878974/BIC?u=inspire&sid=BIC&xid=d49a91ed>. Accessed 16 May 2019.

This article helped us see the extremity of the camps, and the strict guidelines the men and women were placed under. It helped us develop our thesis that hatred and racism will not solve our problems.

Raynor, Vivien. "ART; Interned Artists, Devoid of Grievance." *New York Times*, 15 Oct. 1989. *Biography In Context*, <http://link.galegroup.com/apps/doc/A175777997/BIC?u=inspire&sid=BIC&xid=dc91117d>. Accessed 16 May 2019.

This article helped us understand that there were different classifications of the Japanese interned. There were the Japanese born (Issei) and the Japanese-Americans (Nisei). It did not matter to the American government that we were incarcerating our own citizens without due process or legal cause. These human rights were trumped by the concern for national homeland security.

Uchida, Yoshiko, and Joanna Yardley. *The Bracelet*. Philomel, 1993.

This is a book of fiction. It is a story about a young girl's experience when a neighbor girl, Laurie, gives her a bracelet to remember their friendship. It is a heartbreaking account of her family being forced to leave everything behind to go to an internment camp in the Utah desert. This helped us again to see the impact this had on so many children.

Warbirds. "39 Interesting Pearl Harbor Facts." *Pearl Harbor Warbirds*, 4 Jan. 2018, pearlharborwarbirds.com/interesting-pearl-harbor-facts/.

This website taught us about the buildup of the Japanese internment - the bombing of Pearl Harbor. It also warned us of the consequences should the U.S. government treat a whole race inhumanely - especially when they are citizens.