EXECUTIVE ORDERS

[No. 9066]

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104) :[11]

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941,[12] and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the Appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941,[12] prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

FRANKLIN D ROOSEVELT
THE WHITE HOUSE,
February 19, 1942.


Questions for “Letters From a Concentration Camp”

1. Who is the author of the letter in real life, and what was her involvement in the event?

2. Describe 3 challenging parts of life in these camps.

3. Why is there a mailing address and an “actual” address?

4. What can you infer from the fact that the author can’t wait for a hamburger and cookies?

5. Why do you think that German and Italian Americans were not put in camps?

6. How could something like this happen in a land based on freedom and equality.

7. What are the pros and cons of Executive Order 9066?
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408
INTERNEES TELEGRAM. MY FIRST HEARING WAS COMPLETED YESTERDAY WITHOUT ANY AFFIDAVITS OR TESTIMONIES OF FRIENDS WHICH I HAD NO TIME TO ARRANGE. THE HEARING WILL BE CONTINUED IN SPOKANE WITHOUT ME FOR PRESENTATION OF AFFIDAVITS AND WITNESSES. CONTACT MR HANAUER WHO WILL ACT AS MY ADVISER AND MESSRS ANTHONY GILLINGHAM STANTON JENNINGS AND MESSDES ELLIS BUTLER AND KIMI AS WITNESSES.

K HIRATA.

KIMI.

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE
My Dear Michi,

Received your letter and Hammerik of Aug. 15th on last Tuesday thank you.

I am very glad to hear that all of you are well and the business is good too. I am feeling very fine and in good health please don't worry.

I am glad that you have got nice men for junior at last and Mama have no trouble any more after Saku has gone.

The Calif. Discharge board is working at full speed every day but I have not called yet. It seems to me that the rehearing in here is very simple and most of men who had rehearing will be out from here. I hope or pray it is come to me and reunion with family.

Michi! If you want more Onigyo (dolls) let me know. Do you think I made it? No! How I can make such beautiful art myself!

Take good care & yourselves. Best regards.

to Mama & boys

Love Papa

P.S. Received Mama's letter 8/5 yesterday P.M. will write to-morrow.

Mazuma Hirata
FORT MISSOULA GETS 364 JAPS

MISSOULA, Mont., Dec. 20.— Japanese enemy aliens who yesterday arrived for internment at Fort Missoula numbered 364, according to official figures made public by the immigration service.

The Japanese, most of whom were brought here "from the Coast," will be kept "apart and separate" from the Italians already stationed at the camp, said N. D. Collaer, supervisor of internment camps in the United States.

On Long Train.

Additional aliens, Japanese, Germans, or both, were sent on to Fort Lincoln near Bismarck, N. D. Although figures were not released on this group, the length of the train and size of the accompanying border patrol guard, which numbered 20, indicated that the aliens were many.

More "enemy aliens" are to be expected soon, and the six of the border patrol guard at the fort have been substantially increased, Mr. Collaer said. No German aliens have yet been detained at Fort Missoula, according to an official release of the immigration service.

Get Good Treatment.

Mr. Collaer described the Japanese as a quiet and orderly group who came expecting severe discipline measures because of their status. They seemed much surprised at the friendly treatment they were given, officials said.
Handout #12 – Analyzing Oral Histories

Our knowledge of a historical time period is often limited to major events. We usually don’t understand the everyday experiences or feelings of individuals. An oral history interview is an opportunity to get an individual’s perspective of a historical event. This perspective may or may not be typical of a person from his or her time and culture. Because of the subjective nature of an oral history interview, it is not used in the same way as historical materials like official records and documents. However, it is a way to construct a side of history that was not included in official records.

Below are transcripts from four oral history interviews. The transcripts are from short segments of much longer interviews. All four of the narrators, or interviewees, were removed from their homes in Washington State and sent to a remote incarceration camp with their families. The interviews were conducted by Densho: The Japanese American Legacy Project, and all of the interviewers were Japanese American.

Use the following questions to help think about the transcripts.

1. Who is the narrator?
   - What is the narrator’s relationship to the events under discussion?
   - What stake might the narrator have in presenting a particular version of events?

2. Who is the interviewer?
   - What background and interests does the interviewer bring to the topic of the interview?
   - How might this affect the interview?

3. What has been said in the interview?
   - How has the narrator structured the interview?
   - What’s the plot of the story?
   - What does this tell us about the way the narrator thinks about his or her experience?

4. How would you compare the accounts with one another?

5. What differences were there between the government newsreel and the oral histories?
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Pass</th>
<th>Neutral</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Clear, concise, and relevant</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Presentation of Evidence</td>
<td>Supports the position stated in the question</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Analysis of Evidence</td>
<td>Provides relevant analysis and evaluation of the evidence</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Clearly states the conclusion and supports the evidence presented</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**GRADE (EAP)**

- A: Excellent
- B: Good
- C: Average
- D: Poor
- F: Fail
Handout #6 – Assignment: Social Justice Display Board and Presentation

Unit ending assignment – Research project and oral presentation

You will work in a group to research an issue that has to do with social justice. It can be a historical issue or current event, but it has to involve work to bring justice or equal rights to people. You will search out the actions of those who have worked for justice, to bring the nation closer to its democratic ideals. The focus of the work is to understand the issue from several different perspectives. Through your research, you will find information from as many relevant points of view as possible.

Your group will work together to locate different sources, and prepare a poster or display board on your issue. The display board will be designed to attract interest and inspire involvement in your issue. The text needs to include both informative and persuasive sections. It is due for Session 13.

Your group will also prepare an oral presentation of five to ten minutes in length, which will be shared during Sessions 13 and 14.

Preparation for your display and oral presentations will include the following steps:

- Identify and analyze four or more written sources, spanning a range of points of view about the topic.
- Include information from at least one primary source. This might be from song lyrics, journal entries, letters, oral histories, documentaries, or an interview you conduct.
- Include an image of at least one visual source, such as a photograph, drawing, architectural plan or reproduction of an art work.
- Include a bibliography of sources used in this research project.

Design of your display board will include the following steps:

- Write up and print as four separate short documents to mount on your board:
  - a position statement on your issue—why it's important and how it needs to be addressed
  - an informational background summary for context on the issue
  - a case for your position statement, with several points supported by evidence
  - your bibliography
- Print out an excerpt from a primary source that will support your case
- Create, cut out or print out a visual image or images that will attract positive attention and support your case
- Design the board by mounting this material in a way that will catch and hold attention
1. TYPE OF DOCUMENT (Check one):
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Census Report
   - Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):
   - Interesting Letterhead
   - Handwritten
   - Typed
   - Seals
   - Notations
   - "RECEIVED" stamp
   - Other

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:
   POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)
   A. List three things the author said that you think are important:

   B. Why do you think this document was written?

   C. What evidence in the document helps you know why it was written? Quote from the document.

   D. List two things the document tells you about life in the United States at the time it was written.

   E. Write a question to the author that is left unanswered by the document:

---

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408
Your display and oral presentation should respond to some or all of the following questions:

- Why is this issue important?
- What did you know about it before you began your research?
- What is the historical context for this issue? How long has it been going on, and who has been involved and affected by it?
- Who has benefited from the unjust situation you researched, and who has suffered?
- Whose voices have been heard regarding the issue? Whose voices and points of view have been minimized or shut out? How has this affected what we know about the topic?
- What is the current state of the situation? What efforts are being made to prevent change?
- What efforts are being made to make change?
- Which of the efforts for change have been successful and why?

Some possible topics include (but are not limited to):

- Native Americans rights
- Enslaved Africans and abolitionists fighting the institution of slavery
- Union organizers and laborers seeking to improve working conditions in factories, mines, fields, and other work sites
- Women working for equal rights, voting rights, equal pay, access to management and electoral positions, recognition of the work they do in the home
- Students and adults standing up to instances of censorship
- Peace movements through the twentieth and twenty-first centuries
- Justice movements through the twentieth and twenty-first centuries
- Challengers to discrimination in any area, toward any people
- Supporters of small farmers struggling to survive the growth of agri-business
- Individuals addressing disparities in population health, health care, insurance
- Efforts to end child labor
- Work on behalf of the elderly
- Detainees, past and current
- Environmental work for toxic waste cleanups, oil spills, or other
- Health and safety advocates challenging toxic toys, unhealthy prepared foods, car manufacturers
- Concerns over war, for example, in Mexico, Vietnam, Iraq, against Native Americans
Directions for Writing Haiku on Japanese-American Internment

1. Think about all you have learned about the decision by the United States government to intern Japanese-Americans during World War II. You may use any notes you took during the previous two activities to help you with ideas for your poem.

2. You will write a haiku on the internment of Japanese-Americans and create an accompanying visual that relates to the content of the poem. The content of your poem may reflect either (1) the experiences of internees, or (2) your opinion about the decision to intern Japanese-Americans. Follow the guidelines below to format your poem:

   a) Haiku have 3 lines. The first line has exactly five syllables, the second has seven, and the third has five.
   b) Haiku refer to specific events in the past, and present them as if they were happening now. Thus, your haiku should be in the present tense.
   c) Haiku evoke emotion.
   d) Haiku include at least one reference to nature.

3. Here are two examples of haiku:

   Mountain snow loosens
   rivulets of tears. Washed stones,
   forgotten clearing.

   Beautiful gardens
   Amidst barren nothingness
   Crying to be free.

4. Your visual may be a drawing, a colorized photocopy of a picture(s), or any other means of visual representation. Make sure, though, that it relates directly to the topic of your poem.

5. When you finished your haiku, write a half-page analysis of your poem and visual. Specifically, you should explain the emotion the haiku evokes and the references it makes to nature. Also, point out how your visual relates to the content of the haiku.
Checklist for the Project

☐ We divided up responsibilities among our group members for locating sources, writing up information, design of the display, and preparing the oral presentation.

☐ We organized information from notes, data, and other evidence to develop a position.

☐ We wrote drafts of the sections, which included:
  o A position statement on the issue
  o An informational summary giving background
  o A case for the position with accurate supporting details from primary and secondary sources
  o Connections between the sources and the issue
  o An evaluation of various groups' perspectives on the issue

☐ We revised the text to make ideas clearer, better organized, more detailed, more accurate, and more convincing.

☐ We edited the text to improve grammar, punctuation, spelling, and capitalization.

☐ We collected several possible images, and selected those that would have the greatest impact.

☐ We planned out how to use the space of the display board by thinking through the placement and scale (relative size) of the image(s), placement of text, and use of empty space.

☐ We designed the display to attract and hold attention by using imagery with impact, color, and a clear organization, and appropriate text or font sizes.

☐ We used APA or MLA style to give reference to any readings or sources.

☐ We included the bibliography to document the sources.
Dig Deep—
Analyzing Sources CBA

To be an effective citizen, one needs to know the difference between an account based on evidence and an outrageous story. After selecting and exploring a historical question from multiple perspectives, you will take and support a position on this question using primary sources as your evidence.

Directions to students

In a cohesive paper or presentation, you will:

☐ Develop a historical question.

☐ State a position on the historical question.

☐ Provide reason(s) for your position that include:
  • An explanation of how two or more primary sources support your position.
  • Additional evidence from one or more of the following social science perspectives:
    o geographic
    o cultural
    o political
    o economic
    o sociological
    o psychological.

☐ Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

---

1 This directions page guides students towards the "proficient" level (level "3") for this CBA. To help students reach "excellent" (level "4"), please refer to the rubric or, if available, the graphic organizer.
2 Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

Office of Superintendent of Public Instruction – July 2008
<table>
<thead>
<tr>
<th>Term:</th>
<th>My Understanding:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>My Understanding:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Title

The Search for Justice: Using primary and secondary sources to help students wrestle with the moral and constitutional impact of Japanese Internment during WWII

(7th Grader Translation: Stuff about a war or something)

Lesson Duration
About 4 weeks

Grade Level = 7

By
Todd Rowell
Greenacres Middle School
October 2010
Table of Contents

1. Overview and Goals........................................3
2. Objectives..................................................3

3. Lesson #1.......................................................4
4. Lesson #2.......................................................4
5. Lesson #3.......................................................5

6. Lesson #4.......................................................5
7. Lesson #5.......................................................5

8. Lesson #6.......................................................6
9. Lesson #7.......................................................6
10. Lesson #8......................................................6

11. Lesson #9......................................................7
12. Lesson #10.....................................................7
13. Resources in plastic covers follow in this order:
   - Academic vocab chart
   - Executive Order 9066
   - “Letter from Concentration Camp” and questions
   - Document and photo analysis forms
   - Hirata family primary documents for stations
   - Analyzing Oral Histories sheet
   - Dig Deep directions and rubric
   - Handout 6 explaining project ideas
Overview and Goals:

Essential Questions—Was Executive Order 9066 fair? Did it violate the rights of US and Washington state citizens? How can looking at a variety of sources and perspectives help citizens form opinions?

- Students will gain an understanding of the conditions at Japanese relocation camps and the reasoning behind them.
- They will also analyze the controversy surrounding the episode.
- The goal is that kids will feel a personal connection to the topic by exploring both primary and secondary sources that directly relate to WA state and Spokane.
- Students view a variety of materials for understanding
- Identify points of view and bias in a variety of texts and demonstrate an awareness of how this affects the reading and meaning of the texts

Objectives:

- Students will analyze primary pictures and letters from the Hirata family file in small group stations to make a personal connection to the episode
- Students will use academic vocabulary techniques to learn the difference between a primary and secondary source (is it or isn’t it game)
- Students will send a letter to a friend (after reading a few primary source letters) as if they were living in an internment camp using district writing techniques (CDs and CMs)
- Students will use inferences as they look at the pros and cons of the issue
- Students will take a position on a historical question, citing credible sources, to make their argument
-- Students will complete their “Dig Deep” CBA and present their project
-- GLE’s addressed:
  1. History 4.1.2 part 4 = themes and eras in WA state history
  2. Civics 1.1.2 = relationship between the actions of people in the state and the state constitution
  3. Geography 3.1.1 = use maps and charts to explain historical event
  4. History 4.3.1 = interpret material from a variety of perspectives
NOTE: EACH Lesson is roughly one class period until lesson 10 which will take about 2 weeks

Lesson #1

NOTE: Several weeks before this unit, begin reading *Thin Wood Walls*, a young adult novel about internment in WA State…this will provide background and emotional buy-in for the students. Continue to read aloud throughout the unit.

Introduce the words primary and secondary sources by using the academic vocabulary chart. Have students share drawing ideas.

Give students a series of samples (postcard, newspaper article, artifact, summary, oral history, etc.) and quiz them on whether each is a primary or secondary source—put them in pairs, show sample, and keep score.

Lesson #2

Write “A Day that will live in Infamy” and “Executive Order 9066” on the board. Have students guess what the day is (help as needed). Find our their prior knowledge through a discussion. Display the website www.diggerhistory.info/pages-battles/.../pearl-harbour.htm to students and review the event, pictures, maps, etc that go along with the event…ask students whether or not this is a primary or secondary source. How do they know? Why was this event so tragic to our nation? Make sure students understand the devastation this caused to our country and how much people loved FDR. Now read excerpts from the Executive Order. Explain how this is a primary source and how it came from a beloved president. Discuss how war hysteria led to this situation. Update academic vocabulary papers by putting these 2 sources as examples.
Lesson #3

Show 5 minutes of the War Activities Committee government video on the internment camps from www.densho.org. Go to the 7th grade “Dig Deep” lesson in the “learning” section and the download is there. It does take a few minutes so load ahead of time. Discuss the imagery and propaganda being used—students can write positive images they see in their notebook. Now read “Letter from a Concentration Camp” and have students answer the questions and create the pro/con T-chart in small groups.

Lesson #4

Discuss the pros/cons of internment from yesterday—finish.
Tell about our trip to Bainbridge Island and Isa. Show pictures of her and describe her testimony about the event. Now tell about the Hirata family here in Spokane. Put students in groups of 4 and create 7 stations. Handout the photo and written document analysis forms. You may either have each student complete a sheet for each station, or have a few recorders keep data for the group. Rotate students every 5-7 minutes until all stations are completed.

Lesson #5

Debrief on each of the 7 primary sources from the Hirata family and make the local connection. What did they learn about the family and primary sources?
Go to the Densho website and show pictures of Manzanar.
Now, have students write a one-page letter home to a friend as if they were at a camp. Students need to be specific in describing camp conditions based on our learning…collect in a few days.
Lesson #6

In a computer lab have students get on the www.densho.org/learning website. Choose the 7th grade “Dig Deep” unit and find the oral history videos; choose one of the four oral history primary source videos about the camps and have students fill out the “Analyzing Oral History” sheet. You may choose to pick a few to show in class instead of trying to get all kids on the computers. Debrief and discuss the power of oral histories as a primary resource.

Lesson #7

Provide hints for finishing their letters and finish/peer-edit, etc…. Review the info found on the Densho website histories.

Lesson #8

Begin “Dig Deep” CBA process—handout the directions to students and review. Take students through the brainstorming process of creating a historical question to answer about Japanese Internment—agree as a class to answer the question of whether internment was warranted at the time.

***At this point, you could transition into Project Citizen and try to “right a wrong” in the community and just use Japanese interment as an example of injustice. This CBA will be based on internment itself***
Lesson #9
Use Handout 6 as a resource in explaining to students that they will create a three-panel display board about internment (some personal teacher adjustments will be needed to fit your project techniques). They must follow the CBA guidelines and use primary and secondary sources with a bibliography. The panels should be:
1—Background on the camps and conditions
2—Their position on the issue and why
3—Evidence to support their position including 2 primary sources and using a social studies perspective (economic, political, etc.)
Visuals and written info should be presented in a professional way.
Students will be divided into heterogeneous groups of 6, with 2 members of each group being assigned to a panel. Groups begin to brainstorm ideas.

Lesson #10
Allow 2 weeks for research and project work time. Modeling and mini-lessons will be needed as students progress. Library and research time will also be needed. Students will present their display boards at the end and include a bibliography. The OSPI rubric will be used for scoring projects.
Bibliography

(THE first citation includes 8 primary sources from local archives)
Eastern Washington Historical Society, “Hirata Collection (MS 202),” Box 1-10, Museum of Arts and Culture, Spokane, WA.

This is where most of my primary documents came from including several letters, telegrams, and photos. I have cited them as one entry (as described in Turabian), but the collection provided me with eight primary documents including:

Box 1-3= 3 letters from Mr. Hirata to his family, and a Western Union telegram from him regarding his upcoming hearing
Box 8-10= pictures from his family albums including a family portrait and tombstone images

"For Educators and Students." www.archives.gov (accessed September, 2010).

Great site for teaching with documents that includes many primary documents and the accompanying teaching documents.


This is our 7th grade social studies book with just a few pieces on Japanese Internment include lawsuits filed in WA state.


This website has many primary sources such as the US government video defending the camps and many oral history videos of former detainees.


Didn’t use much, but it is the government apology and reparations recommendation.

U.S. President. 1942. Executive Order no. 9066.


This was a Master’s thesis that I found out about but really didn’t spend much time using.


This book was signed by the author and an internee which makes it like a primary source because I have firsthand testimony about the book from people who were in the book. Many great pictures in here.