Before this field trip, I didn’t know much about the camps or about what happened to Japanese Americans. More people need to know about what happened so it doesn’t happen again.

School tour visitor

Group Tours at the Japanese American National Museum

TOUR OPTIONS

1. **Common Ground: The Heart of Community**

   *Common Ground* chronicles 130 years of Japanese American history, beginning with the early days of the Issei (first generation Japanese Americans) pioneers through the World War II incarceration to the present. Among the notable artifacts on display is the Heart Mountain barracks, an original structure saved and preserved from the concentration camp in Wyoming.

2. **Passports to Friendship:**

   *Celebrating 75 Years of U.S.-Japan Friendship Doll Exchange*

   In 1927, millions of American and Japanese children participated in a doll exchange program aimed at promoting peace and understanding between their two nations. This exhibition traces the historical and political context of the exchange and revives the original mission to educate children about how to respect and value diverse cultures and experiences.

3. **Boyle Heights: The Power of Place**

   This multi-faceted collaborative project documents and interprets the history and legacy of community life in Boyle Heights, a dynamic and historically-important Los Angeles neighborhood whose cultural diversity demonstrates the challenges and promise of living in a pluralistic society.

A place that reminds you what it means to be a citizen – in all senses of the word. A place of courage, grace and conviction. Thank you.

Afdhel Aziz, visitor to *Common Ground: The Heart of Community* exhibition

* Available for select youth and senior groups. Please call for more information. Made possible through the generous support of the Harry and Jeannette Weinberg Foundation and the National Museum’s “Bid for Education” initiative.
Appendix A

Group Tour Reservation Form

If you are interested in scheduling a group visit to the Japanese American National Museum, please fill out the following form and send it back to the address or fax number listed below.

Group Name ____________________________

Mailing Address ____________________________

City ____________________________ Zip ____________________________

Daytime Telephone Number ____________________________ Evening Telephone Number ____________________________

Fax Number ____________________________

Group Leader Name ____________________________

Group Leader Title ____________________________

Group Leader E-Mail Address ____________________________

Number of Students ____________________________ Grade Level ____________________________

Number of Adults ____________________________ Number of Seniors (62 years and older) ____________________________

Is your group a Title I school or does it require financial assistance? If so, please explain. ____________________________

Special Needs ____________________________

Guided tours (approximately 1 hour long) are offered at 10:00 am and 11:00 am from Tuesday – Sunday. Guided tours are for groups of 10, no more than 60 people per time slot. Groups of 10 or more qualify for group admission prices: $5/adult, $2/student, $4/senior. (Guided tours must be booked at least 3 weeks in advance.)

First Choice of Tour Date and Time ____________________________

Alternate Choice of Tour Date and Time ____________________________

Tour Option (please select one)

_____ Common Ground: The Heart of Community

_____ Passports to Friendship: Celebrating 75 Years of U.S.-Japan Friendship Doll Exchange (July 27 – October 13, 2002)


What are your students studying relevant to their visit to the National Museum? ____________________________

JAPANESE AMERICAN NATIONAL MUSEUM | EDUCATION DEPARTMENT

369 East First Street, Los Angeles, CA 90012 • Tel: 213.830.5601 • Fax: 213.830.5672 • tours@janm.org
Boyle Heights Community Profile

Location
Boyle Heights is located east of downtown Los Angeles.

Population
85,000

Western boundary
The L.A. River

Eastern boundary
Indiana Street

Northern boundary
Marengo Street & I-10

Southern boundary
25th Street

Area
6.7 square miles

City Council
Nick Pacheco (14)

State Assembly
Gil Cedillo (46)
Jackie Goldberg (45)

Congress
Xavier Becerra (30)

Senate
Richard Polanco (22)

Schools and Libraries
14 elementary schools, two senior high schools, three public libraries

Recreation
19 recreational facilities, including parks, recreation centers, pools and historical landmarks

History
The history of Boyle Heights is the history of Los Angeles and the United States. It is a history that grows out of the everyday interactions among neighbors who may come from different places, have different beliefs, and speak different languages. In the late 1880s, Boyle Heights was an affluent suburb beyond the Los Angeles River, one of the first residential areas outside of the old Pueblo. By the 1930s it had grown into a working-class neighborhood with a thriving population of Jewish, Japanese, Mexican, Italian, Russian, Armenian, and African-American residents. More than 70 years later, Boyle Heights is still a major focal point and anchor for Los Angeles’ immigrant communities. The changes and continuities in Boyle Heights provide insights that are relevant to understanding today’s pluralistic social landscape.

Demographic Information

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>80%</td>
<td>1%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>1950</td>
<td>45%</td>
<td>7%</td>
<td>13%</td>
<td>41%</td>
</tr>
<tr>
<td>1960</td>
<td>19%</td>
<td>8%</td>
<td>10%</td>
<td>58%</td>
</tr>
<tr>
<td>1970</td>
<td>6%</td>
<td>6%</td>
<td>9%</td>
<td>78%</td>
</tr>
<tr>
<td>1980</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>85%</td>
</tr>
<tr>
<td>1990</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>88%</td>
</tr>
<tr>
<td>2000</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Data courtesy of Philip J. Ethington, History Department, University of Southern California. Data prepared with the support of the John Randolph Haynes and Dora Haynes foundation.

Jewish Historical Society of Southern California | Theodore Roosevelt Senior High School
International Institute of Los Angeles

Appendix B
### Timeline

**1700s – 1800s**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1781</td>
<td>Pueblo of Los Angeles is founded. <em>Paredon Blanco</em> (White Bluffs), now Boyle Heights, is within Pueblo boundaries.</td>
</tr>
<tr>
<td>1821</td>
<td>Mexico gains independence from Spain. California becomes part of Mexico.</td>
</tr>
<tr>
<td>1848</td>
<td>Treaty of Guadalupe Hidalgo ends the war between the United States and Mexico. Mexico cedes California to the United States.</td>
</tr>
<tr>
<td>1850</td>
<td>California becomes a state.</td>
</tr>
<tr>
<td>1858</td>
<td>Andrew Boyle purchases land on <em>Paredon Blanco</em>, plants vineyards, and builds a home on what becomes Boyle Avenue.</td>
</tr>
<tr>
<td>1870</td>
<td>First bridge is built over the Los Angeles River at Macy Street.</td>
</tr>
<tr>
<td>1871</td>
<td>Andrew Boyle dies. His daughter Maria (Boyle) Workman inherits his property.</td>
</tr>
<tr>
<td>1875</td>
<td>Boyle’s son-in-law William H. Workman subdivides the area for residential development and names it “Boyle Heights” in his honor.</td>
</tr>
<tr>
<td>1876</td>
<td>Completion of first railroad line, Southern Pacific, to Los Angeles. In 1885, Santa Fe Railway extends into Los Angeles. Rail connections provide employment and bring new residents to Los Angeles.</td>
</tr>
<tr>
<td>1877</td>
<td>1877 Horse-drawn car line of first “inter-urban” rail system crosses into Boyle Heights to serve approximately 40 residences.</td>
</tr>
<tr>
<td>1882</td>
<td>Chinese Exclusion Act prohibits immigration of Chinese laborers. Japanese immigrants are recruited to fill the need for cheap labor.</td>
</tr>
<tr>
<td>1889</td>
<td>Los Angeles Cable Railway opens with line extending over the First Street Viaduct into Boyle Heights.</td>
</tr>
<tr>
<td>1890</td>
<td>Beginning of the so-called “Golden Era” (1890s-1920s) for African Americans in Los Angeles. Migrants from South and Southwest find better opportunities for homeownership and employment in Boyle Heights and other parts of Los Angeles.</td>
</tr>
<tr>
<td>1896</td>
<td>St. Mary’s Catholic Parish is established in Boyle Heights; the first Catholic church in neighborhood is built.</td>
</tr>
</tbody>
</table>

**1900s**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1904</td>
<td>Russian Molokans, a dissenting sect of the Russian Orthodox Church, flee Russia due to persecution by Tzarist government and mandatory conscription during the Russo-Japanese War. Many settle in “the flats” of Boyle Heights.</td>
</tr>
<tr>
<td>1906</td>
<td>After the San Francisco Earthquake, many Japanese Americans migrate south to Los Angeles. Little Tokyo becomes the center of community life.</td>
</tr>
<tr>
<td>1908</td>
<td>Los Angeles City Council establishes zoning laws protecting westside communities from industrial development. Boyle Heights remains open to industrial development, which by the 1950s occupies approximately one-quarter of area. Workmen’s Circle/Arbeiter Ring, a Yiddish cultural and political organization, establishes its Southern California headquarters, the Vladeck Center, in downtown. The Center is later moved to Boyle Heights, where it serves Jewish labor unionists and activists.</td>
</tr>
</tbody>
</table>
Mexican immigration to Los Angeles increases as many flee the turmoil of the Mexican Revolution. As downtown is developed, many other Mexican Americans move across the L.A. River into Boyle Heights and East L.A.

Beginning this year and continuing until 1933, a series of monumental bridges crossing the Los Angeles River are designed and built. Six connect Boyle Heights to Downtown Los Angeles.

California Alien Land Law prevents ownership of land by “aliens ineligible for citizenship.”

The International Institute of Los Angeles organized in Boyle Heights to “assist foreign communities.”

Congregation Talmud Torah purchases property on Breed Street in Boyle Heights, where they eventually build the Breed Street Shul, the largest and longest-running synagogue in the neighborhood.

World War I begins; turmoil forces many Europeans to flee homelands. Many immigrate to the United States.

Beginning in 1915, persecution and eventual massacre of 1.5 million Armenians in Turkey precipitates exodus to other countries.

Significant numbers of Jewish immigrants and their families move to Los Angeles from the East Coast and Midwest, eventually making Boyle Heights home to the largest Jewish community west of Chicago.

Eastward movement of Japanese Americans along First Street from Little Tokyo into Boyle Heights increases.

Theodore Roosevelt Senior High School in Boyle Heights opens its doors to the first students.

Immigration Act of 1924, by employing principle of “national origins,” effectively prohibits immigration from Asia and limits immigration from Southeastern Europe.

Stock market crashes – Great Depression begins.

Beginning of deportation and coercive repatriation campaigns targeting Mexican Americans. One-third of those in Los Angeles, including some U.S. citizens and Boyle Heights residents, are encouraged or forced to leave for Mexico.

Roosevelt High School students protest administration’s suppression of free speech, which began with suspension of peers involved in publishing an independent student newspaper, *The Roosevelt Voice*.

Kristalnacht (the night of broken glass) in Germany marks the beginning of open and intensified use of violence against Jewish people, culminating in the Holocaust. Boyle Heights residents respond by organizing protests and support efforts.
California Sanitary Canning Strike becomes the first successful Congress of Industrial Organizations (CIO) food processing strike on the West Coast. Jewish and Mexican women living and working in Boyle Heights participate.

El Congreso, the first national Latino civil rights assembly, convenes in East L.A. with over 1,000 delegates. The resulting platform calls for an end to segregation in schools, employment, and housing; the right to join labor unions; and the right for immigrants to work and rear families in United States without fear of deportation.

Japan bombs Pearl Harbor, prompting the United States to enter World War II. Forced removal and incarceration of West Coast Japanese Americans begins per Executive Order 9066.

Opening of Aliso Village, one of the nation’s first racially integrated public housing projects, in Boyle Heights. Priority for housing is given to war-industry workers and later to returning servicemen. Soon after, Pico Gardens and Estrada Courts are built.

Boom in war-industry work draws migration of workers from other parts of the country to Los Angeles.

Bracero Program is created through an agreement between the United States and Mexico. Mexican contract workers are brought to the United States to fill the labor void left by incarcerated Japanese Americans and Mexican Americans leaving agricultural jobs for new opportunities in urban areas. The program is terminated in 1964.

“Zoot-Suit Riots” explode in the streets of Downtown Los Angeles and surrounding barrios, including Boyle Heights.

Roosevelt High School student activists organize hundreds of other students from local schools in protest against the Board of Education for granting Gerald L. K. Smith a permit to speak at Polytechnic High School.

San Bernardino-10 Freeway opens from Aliso Street to Indiana Street. It is the first of several that displace over 10,000 Boyle Heights residents.

Housing crunch hits Boyle Heights as U.S. servicemen and Japanese Americans, recently permitted to return to the West Coast, settle in area.

First organized opposition by Boyle Heights residents to House Un-American Activities Committee (HUAC) hearings in Los Angeles, which probe alleged communist influences by targeting activists and union leaders.

Edward Roybal, with the support of the Community Service Organization (CSO), becomes the first Mexican American elected to the L.A. City Council in the twentieth century. He represents the 9th District, which includes Boyle Heights. He later represents the area in Congress, where he serves until 1993.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>Korean conflict begins.</td>
</tr>
<tr>
<td>1952</td>
<td>Immigration and Nationality Act (McCarran-Walter Act) makes all races eligible for naturalization and establishes a national origins quota system for all immigrants. East L.A. resident Sei Fujii, a Japanese immigrant holding property titles in Boyle Heights and East L.A., successfully challenges the California Alien Land Law in the state Supreme Court. The law is ruled unconstitutional.</td>
</tr>
<tr>
<td>1960</td>
<td>Golden State-5 Freeway opens from Sixth Street and Boyle Avenue cutting through Hollenbeck Park.</td>
</tr>
<tr>
<td>1961</td>
<td>East Los Angeles Interchange is built to eventually connect six freeways.</td>
</tr>
<tr>
<td>1965</td>
<td>Immigration Act of 1965 abolishes national origins quota system for immigration. Pomona-60 Freeway opens from East L.A. interchange to Third and Downey streets.</td>
</tr>
<tr>
<td>1968</td>
<td>Eastside student “Blowouts” protest the public education system and call for improved facilities and culturally-relevant school curriculum.</td>
</tr>
<tr>
<td>1970</td>
<td>Economic conditions and civil strife in Mexico and Central America lead to increased immigration to the United States. Los Angeles is a primary destination. National Chicano Moratorium is organized to protest the Vietnam War and the high rate of Latino casualties. Thousands march through East L.A. Journalist Ruben Salazar is killed by L.A. County sheriffs in police crackdown in area.</td>
</tr>
<tr>
<td>1975</td>
<td>Communist governments come into power in Vietnam, Cambodia, and Laos, precipitating a large exodus of refugees from Southeast Asia to the United States.</td>
</tr>
<tr>
<td>1986</td>
<td>Immigration Reform and Control Act is signed into law, creating legalization (amnesty) program and employer sanctions.</td>
</tr>
<tr>
<td>1987</td>
<td>Bill H.R. 442 is signed into law, calling for government apology and reparations to Japanese Americans incarcerated in America’s concentration camps during World War II.</td>
</tr>
</tbody>
</table>
Proposition 187, designed to clamp down on undocumented immigrants, is passed by California voters. 25,000 people march through East L.A. to City Hall in protest.

Brooklyn Avenue is renamed Avenida Cesar E. Chavez. The new name is dedicated in a ceremony at Cinco Puntos (five points).

Roosevelt High School presents diplomas to former students who did not graduate during World War II because they were drafted into the military or were forcibly removed from the neighborhood due to Executive Order 9066.

Demolition of Aliso Village and Pico Gardens housing projects begins and residents are dispersed. Reconstruction of housing units proceeds according to nationally-implemented new plan, Hope VI.

Breed Street Shul Project, Inc., a subsidiary of the Jewish Historical Society of Southern California, assumes the title of the historic synagogue, which was declared a Los Angeles Historic-Cultural Monument. The project involves local neighborhood organizations in restoring the building for use as a museum and cultural center.

U.S. Census reports Boyle Heights population at 82,533. Ninety-five percent is identified as “Latino/Hispanic.”

L.A. County approves plans for an Eastside light rail from Union Station, through Little Tokyo, and over the First Street Bridge into Boyle Heights and East L.A.

Timeline prepared in consultation with:
Gilbert Estrada, Michael Engh, S.J., Wendy Elliott-Scheinberg, Art Hansen, Lloyd Inui, Mary MacGregor-Villareal, Matt Roth, James Rojas, Vicki Ruiz, George Sanchez, and Raul Vasquez.
Japanese American National Museum is the first National Museum in the United States expressly dedicated to sharing the history and culture of Americans of Japanese ancestry. Through the building of a comprehensive collection of material culture and through the development of a multi-faceted program of exhibitions, educational activities, public programs and publications, the National Museum tells the story of Japanese Americans around the country to a national and international audience. The Japanese American National Museum is committed to building partnerships with other organizations. Starting in 1995, the National Museum’s National Partnership Program has worked towards actively engaging communities to define and interpret their own experiences. These successful projects have helped provide opportunities to expand understanding of multicultural experiences and to build critical professional relationships between staff of other institutions.

Theodore Roosevelt Senior High School is a public high school located in Boyle Heights. Established in 1922, the changing student population has reflected the transformations of the neighborhood’s residential demography. For instance, in the early 1940’s, Roosevelt students organized over 30 ethnic societies. During World War II, the school lost one-third of its population as a consequence of the forced removal of Japanese Americans from the West Coast and the enlistment of young men into the armed forces. Today, the school has a student population of approximately 5200, over 98% of whom are Latino. Roosevelt boasts a number of illustrious graduates, among them Edward Roybal, former U.S. Congressman; Harold Williams, the former president of the J. Paul Getty Trust and Museum; Joe Gold, the founder of Gold’s Gym and World Gym; and Mike Garrett, a Heisman Trophy winner and former NFL player; and Don Nakanishi, Ph.D., one of the nation’s foremost authorities on multicultural educational practices. Under the leadership of principal Henry Ronquillo and a number of teachers, including Howard Shorr and Susan Anderson, Roosevelt High School partnered with the Japanese American National Museum on the Roosevelt High School Audio Diaries Project, an oral history component of the Boyle Heights Project. The school also hosted a Photo Collection Day for the exhibition. Current students have been involved in researching the neighborhood’s history, compiling and recording the stories of alumni, and exploring the connections between their experiences.
Partners

Self-Help Graphics & Art, Inc. is a community-based visual arts center located in East Los Angeles. Since the early 70s, this organization has been offering artist fine art printmaking and workshops, exhibitions, and an ongoing lecture series as part of their mission to promote the rich cultural heritage and contribution of Chicano art and artists to the contemporary American experience. Over the past 30 years, Self-Help has emerged as the leading visual arts institution serving the Chicano/Mexican community of Los Angeles. The organization regularly conducts collaborations and exchanges with similar institutions, such as the Brandywine Workshop in Philadelphia and the Glasgow Print Studio in Scotland. Self-Help Graphics has been actively involved as an institutional partner with the Japanese American National Museum collaborating in the Finding Family Stories initiative and providing a photograph to be included in the exhibition.

Jewish Historical Society of Southern California was established in 1952 and is operated almost entirely by volunteers. For the past eighteen years, the Historical Society has worked to preserve and present the history of Jewish people in Southern California through its educational and community leadership programs to preserve their institutional history, record oral histories, and offer tours of the sites of the city’s early Jewish settlements. In 1992, the Historical Society began recording the history of the former Jewish residents of Boyle Heights, a project that culminated in the documentary video directed by Ellie Kahn, “Meet Me at Brooklyn and Soto” (1996). The Historical Society has been forging working relationships with vital community organizations such as the Boyle Heights Neighbors Organization, the East Los Angeles Community Corporation, and the Jewish Federation of Greater Los Angeles to preserve the Jewish and multicultural heritage of the Boyle Heights neighborhood. The Historical Society will be offering a multicultural tour of the neighborhood in conjunction with the Boyle Heights Project and will be lending artifacts and photos to be included in the exhibition.
The International Institute of Los Angeles was established in Boyle Heights in 1914 as the International Institute of the Y.W.C.A. Since then they have worked with individuals and families to build skills and abilities for self-sufficiency, to overcome life crises, and meet basic human needs for full participation in American society. Grounded in a history of promoting multicultural understanding and cooperation, the Institute delivers comprehensive social services and works to promote leadership training for community empowerment.

Over its 87 year history the Institute has maintained services that reflect the broader global political, social and economic changes. In preparation for the Boyle Heights Project, the Institute hosted a Community Forum that brought together 120 participants representing a very diverse cross-section of former and current residents, ethnic backgrounds and generations. It will also serve as a venue for the upcoming “Eastside Flavors” public program, a holiday foods demonstration and tasting. The Institute is also lending photos to be included in the exhibition.
Five Senses of Community

Think of a community to which you and/or your family belong. Use these writing prompts to produce clear, detailed observations that will inform and even surprise others about this community.

IN THIS _______ COMMUNITY. . .

I HEAR

The silence of clutter; I hear the sounds of showing, dragging, clanging, of making room in my studio.

The cars flying off the speed bumps as they race down my street; the barking of the dogs next door.

I SEE

Excitement in face and body, engagement, uncertainty. I see products, artifacts, memories.

Hawks circling in the sky, the squirrels scampering through the trees.

I TOUCH

Surfaces, bumpy paint, plastic, linoleum, edges of paper.

The button you push to cross the street; the warm pizza from Santinos.

I SMELL

Paint, clay, wood, an old atmosphere.

The cool mountain air in the morning; the chlorine from my pool.

I TASTE

Leaving the studio and coming back again, and leaving and coming back again, over and over...

Blinkies donuts and the free samples at the market.
Dear Mollie:

What did you know to do? How are you feeling and how are you getting along in school? We are all fine, except Frank got sick this morning from something the kitchen you see. I think it was the pork in the meal soup. Some other kids on our block got sick too. She is better now though. It is a wonder I didn't get sick. You know how weak I am. Kenny grew pretty fast after he came here. I did too. I'm getting better too. Now, in Arizona, most of the kids are calling each other "Jack" and "Jackson." If you went to the school play yesterday and someone asks you if you went to it, you could say, "I know it (that, Jack and Jackson)." If it is hot and someone says, "It is hot today, you could say the same thing. If you get surprised at
something you could say, "Jumpin' jive!" or "Aint that a boogie!" and someone else could say, "It sure is a boogie!" if someone tells you something that is hard to believe you say, "No way, Jose?" or "No jive?" or "No lie, Jose?"

There are some of the sayings and phrases used in Boston.

Cliches aren't written because she was working on camouflage nets and now she has to go to school. Most of the older boys went out of state to pick sugar beets. I listened to some.

There are three Boyle Heights baseball teams in Boston: Boyle Heights Indians, Golden Bears, and Hollywood Stars. The Hollywood Stars are all Boyle Heights girls out of high school. Mary Lee, the pitcher (men, is a good face!) Mariko Matsumoto, Mariko Yoshida, Cora Kawasaki, (the half Japanese / half Irish girl from Crescent) and some others.

Sat, Saturday, Sunday, and Monday
We had a county fair—booths—shy shot, bingo, basketball, baseball, bow and arrow, pottery, pitch, ring the cones, and others. Sante Fe, Tamale, lotto, fistic, checkers, jacks, chile, pinata, candy, and others. Dances—Saturday night, Sun. afternoon, and Sun. night. There were exhibits, talent shows, fashion shows, and boxing and wrestling matches. It sure was a lot of fun. Camp 1, 2, and 3's orchestra took turns playing at the dances. Camp 1's band was really solid. Camp 2's is not as good, and Camp 3's is lousy. Mike Kawano, the professional drummer from Stevenson, is the leader of our band. We're only 16 years old. Mary Takashita's brother plays the trumpet for the band. They play blues and Paradise playground. Hey, at last, I remember you, in my solitude. My Devotion, Moonlight Serenade, and others. It had a flavor for the fair too; chosen from Camp 1, 2, and 3 goals. The fair was
open from 3 o'clock till 9 or 10 so at night everyday. Trees are going back and forth all of the time from camp 2 x 3 so they could be at the fair and dance too. Camp 3 people are from Salinas and camp 4 people are from Salinas and Santa Fe.

In camp 5 boys wearing long, bright, flannel plaid white out are sad. In camp 2 red hate, and in camps 1, long white out. It looks like they're wearing night whites. Well, back to the fair. It is really something to save about Jackson! Kayoko Tsubota was one of the attendants. There are the girls that were running: Hitoko Nakaki, Rika Nakamura, Kei Nishi, the Kikuko Kawakami, June Ono, Sumi Iwamoto, Nancy, Helen Wako, and others. Nancy withdrew Friday night, right before the fair opened, we had the coronation ball. Camp 3's orchestra played. The queen, princesses, and attendants all wore evening gowns made by
the sewing school and which they could keep. Nancy and I and two other couples went with Orange County boys. It’s hard to meet boys. So far I’ve been to 2 scheduled dances, 2 picnics, parties and 1 Firemen’s Ball. Valley boy, back to school, Orange County boy, Coronation Ball, Orange County boy and Sunday night we go to a fair. I dance Boyle Heights boy.

I’ve started a Girl Scout troop, and Mary, Lelah and Tracy Morris are helping to organize it. Just the girls go around with and I seem to be the only one interested, but I hope there will be others to join. The name of our club is “Hi-Lites.” We held installation the 1st Monday. I’m vice and Nancy, Lee and Lury Luncheon, athletic manager.

School starts on Oct. 5. High school starts from the 9th grade and they go by the year. All the winter graduates have to study and extra semester. School in full swing, preparation recröation...
Some kids have to travel all around the camp for classes. From 8 A.M. to 10 A.M. I have social studies—American teacher, Block 2. From 11 A.M. to 12 A.M. I have bookkeeping—Japanese teacher, Block 11. From 1 P.M. to 4 P.M.

I have sewing—Japanese teacher, Block 2.

I don’t think I have much homework besides. On Friday, we had a Halloween party in our social studies class. Saturday we had a Halloween grand party and dance. The junior, senior, freshman, and sophomore classes went cotton picking in Parker Valley.

The money earned by each class goes into each class treasury. Then coming Friday we are having a junior party and dance. On the 31st our club is giving a cotton dance and trying to make it. The room is like a barn. All of us girls are going to wear gingham. Wish we luck so it’ll turn out a success. On Thanksgiving, they’re having a dance at the Officers’ station with Camp 1’s recreation. They have a petition put for cause, and junior president. Well, that’s all the news for now. Love, Mollie.
Arizona is Red Hot! (and I do mean HOT!)

Dust Storm

Sage Brush

Snake

Scorpion

Jumping Cactus
March 15, 1948

Dear Mollie,

Thank you very much for sending me the "Rough Rider." I hope it isn't going to be any trouble. I promise you I'll make it up to you some day.

Now is everything coming along, I hope what I read in "Rough Rider" a part of the novel? I'm going to just read the "Rough Rider" make me homesick next reading about the men very getting their formal sweaters. I sure wish I can get one. You don't know how much
I used to feel reading about
it, if it wasn't for this war.
It would be there and
having a lot of fun. The fun
we all look for. Our Graduation
is sure going to be real. And
I do mean Dad. I just know
what you're saying "4/13/45"
After I graduate I'm going
back to school and take
Your Graduate and take
Shorten.

Today, we're having a little
drink. I mean a little bit of drink. It's really terrible we can't
even she the mud barrel, it's
been slowing all day.
You must be busy now a days. Are you still work? It must be very confusing with all the returning books. I'm sure I'll never know how you figure out all the points.

Well I guess you can see by my writing that I have gotten sleepy as I'll say Good by and thank you.

Sincerely Yours,

[Signature]

[Date]
P.S. Please keep all the money for the postage for the last two you sent me and for the next. I shall help send the postage to you! Thank you.

I'm paying you for the March 4, I also March 11, and in advance. Two

Thank you again for the candy! You know my memory, I never can remember if I thanked you for it. If I didn't please forgive me.
Dear Molly,

Congratulations upon your completion of high school! It’s seems rather fantastic, huh? Remember the grammar school days? Volley-ball, dodge-ball, may-poles, rings, etc. – then on to Belvedere, we sure had fun, huh? Those old miss Dillon, miss How, Mr. Peake, Mrs. Sullivan, and old lady Lyman – those were the good old days! Roosevelt Hi – we’re man alive, did I think I was “Big” though? When we moved to 10th St, you came over on your way to a picnic – you won some sort of prize, huh? Then, evacuation – I came to a newly organized school, Fort Lee Hi – while you kept on at Roosevelt Hi! Well, now we’re both out of school, and ready to face the world.

According to a little “birdie” you’re planning to work in a defense factory? $150. A month? Swell! With that, you could work your way through college, huh? (You’re planning to go on with your studies, aren’t you?) I’m planning to attend a junior college in some
OTHER STATE — BUT I AM WORRIND ABOUT THE
FINANCIAL MATTERS, & WHETHER MY FOLKS WILL
LET ME OUT BY MYSELF. WELL, HERE'S HOPING
FOR THE BEST!

BELIEVE ME, IT'S SO HOT HERE, WE DON'T
SLEEP UNTIL 1 A.M., WAKE AT 6:30 A.M., & BY
7 A.M., IT'S ALREADY 84°. HOT STATE, NO
LIE!

WELL, SINCE MY ARM STICKS TO THIS PAPER,
I'D BETTER BE CLOSING. GOLLY, AM I STICKY
AND UNCOMFORTABLE!

UNTIL I HEAR FROM YOU— BYE NOW—
WRITE SOON — BE GOOD — & TAKE IT
EASY, ESPECIALLY ON MILLARD MURPHY—— OH MAN, I COULD HEAR YOUR
HEART THUMPING OUT HERE— OR WAS MILLARD
ALREADY GOT YOUR HEART? !

MY REGARDS TO THE FAMILY.

SINCERELY,

JOHN YOSHITANI
Oral history interviews enable us to collect and preserve stories showing historical events and personal reminiscences from the viewpoint of the people who experienced these events. These eyewitness accounts make history come alive.

There are many activities in this Teacher Guide that encourage students to conduct face-to-face interviews. In this section we will introduce you to effective ways of teaching these skills to your students. Please photocopy and distribute the “Interviewing Tips for Students” on pages ____ - _____. This worksheet summarizes the main ideas and will guide students as they are preparing for their interviews.

- Ask your students if they have ever conducted an interview, observed an interview on television or in person, or been interviewed by a prospective employer, doctor, etc.
- Discuss with your students what makes a good interview.
  - Know your topic. Prior to your interview, conduct background research.
  - Set clear objectives and make sure questions relate to the topic. When developing and asking questions, ask yourself, “What do I want to know?”
  - Ask questions in a way that encourages people to talk about topics which are relevant to the interview.
  - Think of appropriate “follow-up questions” to get more information. See below for examples.
  - Be a good listener. Remember that an interview should be a conversation in which one person asks most of the questions, and the other does most of the talking.

- Watch or listen to interview programs on television or radio. Compare interviewing styles and take notes. Which kinds of questions get the richest responses? Which questions fall flat? How do interviewers proceed when someone is hesitant to reply? Who are the best interviewers, and why?

- Role-play a television talk show with the class. Set up the room with chairs for host and guests. Rotate the role of host and guests. Impersonate characters you are studying about in history, literature or science. Have the host practice interviewing these characters using open-ended questions. Be sure to ask follow-up questions and avoid leading questions.
• Conduct a practice interview with a long-time school employee. Find out what the school was like in different decades. Each interviewee should prepare 2-3 questions each. Keep the interview upbeat. Ask follow-up questions to get descriptive responses about school life in different time periods. Topics may include:
  – how historical events impacted school life;
  – varieties of student fashions over the times; and
  – memorable moments and special events at the school, famous alumni, memorable teachers, etc.

The following list may assist you in evaluating the success of your students’ interviews.

• Did the questions yield information relevant to the interview topic?
• Was the interviewer well-versed in the topic and have a list of questions prepared for the interview?
• Was the interviewer able to put the narrator at ease?
• Were the bulk of the questions open-ended?
• Did the interviewer ask good follow-up questions to get the information needed?
• Did the interviewer avoid leading questions?
• Did the interviewer allow the narrator time to pause, think and reflect before continuing with the questions?
• Was the interviewer attentive?
• Did the interviewer successfully direct the narrator towards topics of interest?
• Did the interviewer take the appropriate amount of notes?
• Was the interviewer prepared with the proper equipment?
• Did the interviewer ask permission to tape-record the narrator? If so, was the interview successfully tape-recorded?
• Did the interviewer conclude in a polite and appreciative way?
• Did the interviewer follow up with a thank-you note?
• Did the interview yield the information sought? Why or why not?
• What might the interviewer do differently next time?

For additional web resources regarding oral history projects, please see the Bibliography in the Appendix.

Interviewing Tips for Students

Oral history interviews enable us to collect and preserve stories showing historical events and personal reminiscences from the viewpoint of the people who experienced these events. These eyewitness accounts make history come alive.

To ensure a successful interview, please review the following information. Good luck!

• Two types of questions are basic to an interview:
  – Questions which end in a “yes/no” or a one or two word response help you gather basic information.
  – Open-ended questions which give the narrator (the person who is telling the story) a chance to talk at length.

• Devote more time to the “open-ended” questions. These types of questions will provide more detailed responses. An easy way to develop open-ended questions is to begin them with these phrases:
  – TELL ME ABOUT (your traditions when a new baby is born.)
  – WHAT WAS IT LIKE (to see other stores on the street replaced by big franchises?)
  – IN WHAT WAYS (did you try to keep your businesses from closing?)
  – DESCRIBE (how your community celebrates New Years.)
– WHY (did you decide to open a bakery?)
– HOW (did you feel when you moved to your new home?)

- **Use spontaneous “follow-up questions.”** If you get an unsatisfactory, or skimpy response to your original question, rephrase it. Sometimes questions have to be phrased in several ways before you get a complete or interesting answer. After asking a general question it often helps to get more specific:

  Q: Why did you decide to open a bakery?
  A: Well, it seemed like a good way to make a living!

  **Follow-up Q:** Can you tell me why you chose a bakery over other kinds of shops?

- **Avoid “leading questions.”** Leading questions may encourage the narrator to answer in a way that agrees with what you think rather than what the narrator thinks:

  Q: Don’t you resent having your marriage arranged by your parents?

  This question tells the narrator that you think arranged marriages are bad; consequently, the narrator may be unwilling to reveal what he or she really thinks about the issue. Ask questions in a way that does not show your own opinions:

  Q: How did you feel about having your parents arrange your marriage?

- **Try not to jump back and forth between time periods.** This is less confusing for everyone and makes it easier for the narrator to remember events.
• Get physical descriptions of people and places. Ask the narrator to describe the way the street or the store looked.

• Prepare a list of questions, but be flexible and don’t fear straying from the list. Do prior research on the topic to develop initial questions and that serve as a guide through the interview. However, it is not necessary to rigidly adhere to this list. Spontaneity gives you the opportunity to think on your feet and enables you to follow up on unexpected, but relevant topics that come up during the interview. Conversely, sometimes a narrator will begin speaking at length about subjects not relevant to the interview. At this point, tactfully refocus the interview by quickly coming up with a new question. This is a skill that will take practice.

• Being a good listener is essential. If you are not listening, the narrator will sense it and may lose interest in sharing important parts of his/her story. Attentiveness can be communicated in the following ways:
  – maintaining eye contact;
  – waiting until the speaker is finished before asking another question;
  – formulating thoughtful follow-up questions; and
  – not repeating questions.

• Allow the narrator time to pause, think and reflect. Be careful not to rush in with another question. Often, quiet moments precede an emotional topic or memory that is important.
After you set up your equipment and have chatted informally with the narrator, indicate you are ready to begin the interview. Record an introduction onto the tape, noting the date, the interview location, your own name, the narrator’s name and the topic of the interview.

Start with easy questions to put both you and the narrator at ease.

Be prepared to guide the narrator and direct the interview when necessary. While you want to be flexible, you also need to keep the interview moving in the direction of your topic. For example, if the narrator is skipping around too much, simply say, “Before we discuss the neighborhood during the 1950’s let’s finish with when you first moved here.”

Wrap up the interview when you sense the narrator is tired. Interviews should generally be no longer than ninety minutes. To conclude, you may ask, “Before we end, is there anything else you would like to add that we haven’t covered?”

If possible, interviews should be tape-recorded. This guarantees an accurate record of what was said, and gives you a chance to evaluate the interview later. Before the interview, make sure you know how to work the recorder and prepare extra batteries and cassette tapes. It is much better to use an external microphone, if one is available. Be sure to ask the narrator’s permission to record him/her.

Transcribe tapes, if possible. It is not always necessary to have a complete written record of an interview; it depends on what will be done
with the material afterwards. Often, it is adequate to transcribe highlights and outline main ideas, as well as the details that relate to the theme.

• If editing for the printed page, be aware that people speak differently than they write. While transcribing a particular story, you may want to clean up the false starts, the “ums,” and the “ahs.” As one interviewer put it, “people talk in rough drafts.”

• Note taking is an important part of interviewing. During the interview, determine where a follow-up question is needed by quickly skimming your notes. Afterwards, it is possible to review significant parts of the interview without listening to the whole tape. Do not slavishly write every word spoken, for it is impractical and distracting. Rather, make an outline of important ideas and interesting quotes. After the interview while your memory is fresh, fill in more of the details.

• Provide the narrator with a thank-you note and a copy of the interview transcription. Be sure to get the narrator’s address, and a phone number, if possible, at the end of the interview. Ask your narrator if he or she would mind if you called them if you have additional questions after you review your notes.

• Watch or listen to interview programs on television or radio. Compare interviewing styles and take notes. Which kinds of questions get the richest responses? Which questions fall flat? How do interviewers proceed when someone is hesitant to reply? Who are the best interviewers, and why?

Recorded Life History  
Deed of Gift

I, ____________________________, residing at ____________________________, City of ____________________________, State of ____________________________, Zip Code ___________ (on behalf of myself and my ancestors, descendants, dependents, heirs, executors, administrators, agents and representatives), hereby transfer, convey and assign to the Interviewer, ____________________________, as gift without any consideration, all rights and interests, if any, that I may have in and to the interviews and conversations involving me that are recorded by or for the Interviewer, together with all associated intellectual property rights, including copyrights (collectively, the “Life History”). It is my specific intention to make a gift to the Interviewer of all of the foregoing rights and interests, and all benefits which may be derived from my Life History, including but not limited to those described herein. I understand that the Interviewer may use my Life History for such historical, scholarly, literary and other purposes as the Interviewer sees fit and that by this conveyance:

1) I waive any and all rights that I may have to inspect or approve any finished work or product containing or incorporating my Life History, or any materials that may be used in connection with that work or product or the use to which it may be applied;

2) I represent that I have not assigned to any other party or in any manner encumbered or impaired any of the aforementioned rights in my Life History, and that I have all necessary rights to convey the foregoing Life History and associated rights to the Interviewer;

3) I waive any and all rights to privacy or publicity in connection with the use of my Life History by the Interviewer; and

4) I represent to the best of my knowledge that the Life History does not contain any libelous or defamatory remarks.

NARRATOR’S PRINTED NAME  
INTERVIEWER’S PRINTED NAME

NARRATOR’S SIGNATURE  
INTERVIEWER’S SIGNATURE

DATE  
DATE

Appendix J
Dear Parent/Guardian:

We are very pleased to invite your student to the Japanese American National Museum to view the new exhibition *Boyle Heights: The Power of Place*. Located just east of the Los Angeles River, Boyle Heights has been home to people of different beliefs, traditions and languages since the 1880s. Through photographs, artifacts and stories of past and present residents, this exhibition explores how the experiences and memories of many generations of Angelenos intersect in this powerful place. The challenges and achievements of Boyle Heights provide many valuable lessons in understanding our own diverse communities.

The more students know before their museum visit, the more they will gain from the experience. Before the visit to the National Museum, we encourage you to talk with your student about the various communities to which you belong. Try to find out what your student already knows about the concept of community and share what you know.

To help students delve even further into the concept of community, we are providing educational activities that teachers can present to students before, during, and after their museum visit. While conducting these activities, students will practice a variety of research skills and explore themes, such as the ways we belong to communities, neighborhood history, ways in which different groups work together, and more. *For some of these activities, students may need your assistance in gathering information or materials from places or people in their community*. We encourage you to support your student in this worthy endeavor.

We hope you and your family find this study of community rewarding. We also hope that you will all take the time to visit *Boyle Heights: The Power of Place*.

Sincerely,

Claudia Sobral  
Director of Education  
369 East First Street  
Los Angeles, CA 90012  
213.625.0414
Queridos padres o apoderados:

Estamos muy complacidos de invitar a su estudiante al Museo Nacional Japonés Americano para ver nuestra nueva exhibición *Boyle Heights: El Poder del Lugar*. Ubicada justo al este del río de Los Ángeles, Boyle Heights ha sido el hogar de gente de diferentes creencias, tradiciones y lenguajes desde 1880. A través de fotografías, objetos e historias de vecinos del pasado y del presente, esta exhibición explora las memorias y experiencias de varias generaciones de angelinos, intersectadas en este poderoso lugar. Los cambios y logros de Boyle Heights otorgan valiosas lecciones para comprender a nuestras diversas comunidades.

Mientras los estudiantes sepan más antes de visitar el Museo, más ganarán de esta experiencia. Por ello, antes de la visita al Museo Nacional, lo animamos a hablar con su estudiante acerca de la comunidad a la que usted pertenece. Trate de descubrir cuanto su estudiante ya conoce sobre los conceptos de comunidad y compartir que usted mismo maneja.

Para ayudar a los estudiantes a ahondar más en el concepto de comunidad, estamos proveyendo actividades educativas que los profesores pueden presentar a los estudiantes antes, durante y después de su visita al Museo. Mientras dirigen estas actividades, los estudiantes desarrollarán variedad de habilidades de investigación y exploración de diferentes temáticas, a través de las cuales comprenderán las diferentes maneras de pertenecer a una comunidad, además de la historia del vecindario y el modo como distintos grupos trabajan juntos. *Para algunas de estas actividades los estudiantes pueden necesitar su ayuda, sea en el recojo de información, materiales de ciertos lugares o gente en su comunidad. Lo animamos a apoyar a su estudiante en este valioso esfuerzo.*

Esperamos que usted y su familia encuentren gratificante el estudio de su comunidad. También confiamos en que Ud. mismo se dará tiempo para visitar *Boyle Heights: El Poder del Lugar*.

Sinceramente,

Claudia Sobral
Directora de Educación
369 E. First Street
Los Angeles, CA 90012
213.625.0414
Resources for Exploring the History and Diversity of Los Angeles

The organizations and newspapers listed here are only a sampling of the resources you and your students may draw upon when exploring Los Angeles.

For more resources, please contact the Los Angeles Public Library at 213.228.7400.

American Indian Resource Center
Huntington Park Library
6518 Miles Avenue
Huntington Park, CA 90255
Telephone: 323.583.2794
http://www.colapublib.org/libs/huntingtonpark/indian.html

Asian American Museum
125 Paseo de la Plaza
Los Angeles, CA 90012
Telephone: 213.626.5240
http://www.camla.org

Chinatown Branch of Los Angeles Public Library
536 W. College Street
Los Angeles, CA 90012
Telephone: 213.620.0925
http://www.lapl.org/branches/63.html

Chinese American Museum
125 Paseo de la Plaza
Los Angeles, CA 90012
Telephone: 213.626.5240
http://www.camla.org

Chumash Interpretive Center
Oakbrook Regional Park
3290 Lang Ranch Parkway
Thousand Oaks, CA 91362
Telephone: 805.492.8076
http://www.designplace.com/chumash/

Eastside Sun
Latino Community Newspaper
Telephone: 323.263.5743
http://www.epgnews.com

Herald Dispatch
African American Community Newspaper
Telephone: 323.291.9486

International Institute of Los Angeles
3845 Selig Place
Los Angeles, CA 90031
Telephone: 323.224.3800

Japanese American Cultural and Community Center
244 South San Pedro Street, Suite 505
Los Angeles, CA 90012
Telephone: 213.628.2725
http://www.jaccc.org

Japanese American National Museum
369 E. 1st Street
Los Angeles, CA 90012
Telephone: 213.625.0414
http://www.janm.org

Black Resource Center
AC Bilbrew Library
150 E. El Segundo Boulevard
Los Angeles, CA 90061
Telephone: 310.538.3350
http://www.colapublib.org/services/ethnic/ethnic.html

California African American Museum
600 State Drive
Exposition Park
Los Angeles, CA 90037
Telephone: 213.744.2060
http://www.caam.ca.gov/

Chicano Resource Center
East Los Angeles Library
4801 E. Third Street
Los Angeles, CA 90022
Telephone: 323.263.5087
http://www.colapublib.org/libs/eastla/chicano.html

Chicano Studies Research Center at UCLA
193 Haines Hall, Box 951544
Los Angeles, CA 90095
Telephone: 310.825.2363
http://www.sscnet.ucla.edu/csrrc/
Resources for Exploring the History and Diversity of Los Angeles

Jewish Historical Society of Southern California
6006 Wilshire Boulevard
Los Angeles, CA 90036
Telephone: 323.368.1661
http://www.jewishjournal.com

Korean American Museum
P.O. Box 741879
Los Angeles, CA 90004
Telephone: 213.388.4229
http://www.kamuseum.org/

Latino Museum of History, Art and Culture
112 S. Main Street
Los Angeles, CA 90012
Telephone: 213.221.2475
http://www.latmoc.org

Los Angeles County Museum of Art
Research Libraries and Resources
5905 Wilshire Boulevard
Los Angeles, CA 90036
Telephone: 323.857.6000
http://www.lacma.org

Museum of African American Art
4005 Crenshaw Boulevard, Floor 3
Los Angeles, CA 90008
Telephone: 323.294.7071

Museum of Tolerance
Simon Wiesenthal Plaza
9786 W. Pico Boulevard
Los Angeles, CA 90035
Telephone: 310.553.8403
http://www.wiesenthal.com/mot/index.cfm

Natural History Museum of Los Angeles County
900 Exposition Boulevard
Los Angeles, CA 90007
Telephone: 213.763.3466
http://www.nhm.org/

Plaza de la Raza
3540 N. Mission Road
Los Angeles, CA 90031
Telephone: 213.323.2475

Rafu Shimpo
Japanese American Community Newspaper
Telephone: 213.629.2231
http://www.rafu.com

Santa Barbara Museum of Natural History
2559 Puesta del Sol Road
Santa Barbara, CA 93105
Telephone: 805.682.4711
http://www.sbnature.org/

Self-Help Graphics
3802 Cesar E. Chavez Avenue
Los Angeles, CA 90063
Telephone: 323.881.6444
http://www.selfhelpgraphics.com

Skirball Cultural Center (Jewish Culture & History)
2701 North Sepulveda Boulevard
Los Angeles, CA 90049
Telephone: 310.440.4500
http://www.skirball.org

Southern California Library for Social Studies and Research
6120 S. Vermont Avenue
Los Angeles, CA 90044
Telephone: 323.759.6063
http://www.socallib.org/

Southwest Museum
234 Museum Drive
Los Angeles, CA 90065
Telephone: 323.221.2164
http://www.southwestmuseum.org/

Watts Towers Art Center
1765 E. 107th Street
Los Angeles, CA 90002
Telephone: 213.847.4646
http://www.culturela.org/community_art/wtcenter.htm
Bibliography

Selected Titles for Grade 4-12 Teachers and Students
Compiled by Albert Johnson, Jr., Los Angeles Public Library 2002

Many of these materials listed are available in the Hirasaki National Resource Center located at the Japanese American National Museum, or your local school or public library. If you are interested in purchasing them, selected titles are available at the Japanese American National Museum Store, at http://www.janmstore.com.

Please note: Call numbers apply to resources available at the Los Angeles Public Library.

Children’s Titles (Grades 4-6)


This jewel-like vignette from her best-selling House on Mango Street shows, through simple, intimate portraits, the diversity among us. This exuberant bilingual picture book is an affectionate portrait of family love.


When a child is sent to look for her younger brother throughout the multicultural neighborhood where they live, she discovers that everybody eats rice, just in different ways. A story of differences and similarities.


This heartwarming book explains that each person is unique and adds immensely to the lives of others.


An engaging and accurate history presenting unique neighborhoods and events, past and present, illustrated with collage paintings. But this is no sentimental journey – earthquakes, fires, Japanese American interment camps, and more are told of here. A map and a time line tell more stories of the unique people and place of L.A.


Growing up in the barrio of East Los Angeles, eleven-year-old Arturo Rodriguez struggles to make sense of the world around him. Although his family is loving and his daily life filled with blessings, frightening events take place reminding him that nobody’s really safe.


When she and her family are released from the Japanese American internment camp where they have spent the last three years, Mariko plants a garden to raise their spirits.


A little boy living in East L.A. is reunited with his missing pet on Christmas Day.


Describes the history, culture, daily life, food, people, sports, and points of interest in the seat of Los Angeles County, California, the second largest city in the United States. Includes a picture of the mural on a wall at Soto Street and Cesar Chavez Avenue.


The story is based on a real Mexican-Jewish-American bakery. The combining of the father’s Jewish recipe for bagels with the mother’s suggestion to mix in jalapenos symbolizes that sometimes when you combine two unexpected things, you get something even better.

Spanish Language Children’s Titles


This sensitive tale examines the discrimination experienced by immigrant children. Molly, a Russian Jewish girl, makes a pilgrim doll for a school Thanksgiving project. Because her doll resembles
brought the Russian peasant, her classmates make fun of her. In an important lesson, the teacher reminds the class that Molly’s family, like the Pilgrims, came to the United States in search of tolerance.


Examines the problems of racism, prejudice, and stereotyping, both today and throughout history.

Kissing, Katie. Todos Los Colores De Nuestra Piel (All the colors we are). St. Paul, Minn.: Redleaf Press; Beltsville, MD: Distributed by Gryphon House, 1994. [Sx612 K61]

Illustrated with many outstanding photographs, this book celebrates human diversity in all its many colors. The bilingual text offers a simple yet scientifically accurate explanation of skin color that is not only informative, but also helps dispel myths and stereotypes often associated with skin color.


A lively, multicolored celebration of people, the book conveys the important message that despite our differences, we are all brothers and sisters.


This is a story about diversity and learning to overcome stereotypes. When Rat sets up camp at the edge of the woods, Pig and Duck are alarmed because they believe rats to be dirty and lazy. Frog’s curiosity soon leads him to discover that Rat is not at all what he expected and is in fact, industrious, courageous and loyal.


Chibi, or Tiny Boy, is shunned and teased by his classmates for being different. An insightful new teacher encourages Chibi to finally reach out with a poignant display that touches all and earns him the bold new name of Crow Boy.
Bibliography


A true story of the Japanese American experience during and after the World War II Internment.


Describes the experiences of a university instructor teaching English to culturally diverse students. Ottesen seeks to expose the importance of the recognition of diversity and the effective communication of it in an increasingly integrated society.


This fascinating reference gathers a sweeping array of information on the City of Angeles, including data on its history, geography, automobile culture, sports, scandals, biography, the arts, politics, neighborhoods, and ethnic, racial, and religious groups.


Daniel Lewis wrote this under the pseudonym of Danny Santiago. The novel follows the experiences of a young Chicano growing up in Lincoln Heights in the 1960s.


Presents opposing viewpoints on issues related to cultural diversity, American education, cultural values, and the decay of American culture.

Videos


Websites

Boyle Heights Project Partnering Organizations on the Internet:

Japanese American National Museum
http://www.janm.org
http://www.janm.org/nrc

Self-Help Graphics
http://www.selfhelpgraphics.com

Community and Neighborhood Information on the Internet – Los Angeles:

LA as Subject
http://www.usc.edu/sd/archives/arc/lasubject/index.html

LA as Subject is an on-line directory of less visible archives and collections in the Los Angeles region. It provides a cross-section of the varied cultural materials held by local institutions and community groups, large and small. It is intended not only to provide a key to specific archives and collections, but also to serve as a map for locating people, places, and the contributions of individuals and communities to the region’s diverse and unique cultural heritage.

Los Angeles Downtown News Landmarks
http://downtownnews.com/land/docs/

A website dedicated to landmarks, interesting sites and downtown history.
Los Angeles: Past, Present and Future
http://www.usc.edu/isd/archives/la

Links to organizations and resources about all things Los Angeles. Created by the Information Services Division at the University of Southern California.

Community and Neighborhood Information on the Internet
- Los Angeles Area:

Boyle Heights
http://www.boyleheightsproject.org
http://www.usc.edu/dept/LAS/pase/bhproject/index01.htm
http://www.lalc.k12.ca.us/access/units/sue/right.html

Digital Archive of the Archival Research Center
http://www.usc.edu/isd/archives/arc/digarchives

This archive provides access to over 14,000 photographs, maps, manuscripts, records, texts, and sound recordings owned by USC and partnering institutions with particular emphasis on materials related to Los Angeles and the Southern California region. Current archives include Automobile Club of Southern California, California Historical Society, Chinese Historical Society of Southern California, Dunbar Economic Development Foundation, Huntington Library and Los Angeles City Archive.

Eagle Rock
http://tera90041.org

Echo Park
http://www.echopark.net/history/history.htm

Los Angeles Harbor
http://www.laharbor.com

Los Angeles Regional History Resources
http://www.lapl.org/elec_neigh/index-2.html

The Los Angeles Public Library site provides excellent research materials, including an extensive photo archive, on Los Angeles history. Other on-line and library-owned resources can be accessed through the “California Indexes.” The History Department of the Los Angeles Public Library is also a major repository of information about Los Angeles. The reference desk in the history department (tel: 213.228.7400) can provide additional reference information, including basic information on L.A. street names.

San Fernando Valley
www.americassuburb.com

Silver Lake
http://www.silverlake.org

Oral History Projects:

American Folklife Center
http://www.loc.gov/folklife/aboutafc.html

Cultural Arts Resources for Teachers and Students
http://www.carts.org

Indivisible: Stories of an American Community
http://www.indivisible.org/home.htm

My History is America’s History Resource Guide
http://www.myhistory.org/teaching/index.html

Tips for Interviewers
http://bancroft.berkeley.edu/ROHO/rohotips.html

Transplants: Stories of Individuals Who Migrated to Central Florida
http://lcweb2.loc.gov/ammem/ndlpedu/lessons/97/florida/plant.html

Student Projects: Columbia Heights, West Arlington, Virginia
http://www.gmu.edu/departments/iet/projects.html

What did you do in the war, Grandma?
http://www.stg.brown.edu/projects/WWII_Women/tocCS.html
Appendix M – Photo Credits - TBD