

**Appendix
Tab Page**

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.

Tuesday through Sunday,
10 am and 11 am
(other times available
upon advanced notice)



Free transportation*



Free admission*

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.



(over)



JAPANESE AMERICAN NATIONAL MUSEUM

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)

_____ *Boyle Heights: The Power of Place* (September 8, 2002 – February 23, 2003)

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



A multiethnic and collaborative exploration of a Los Angeles neighborhood

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.

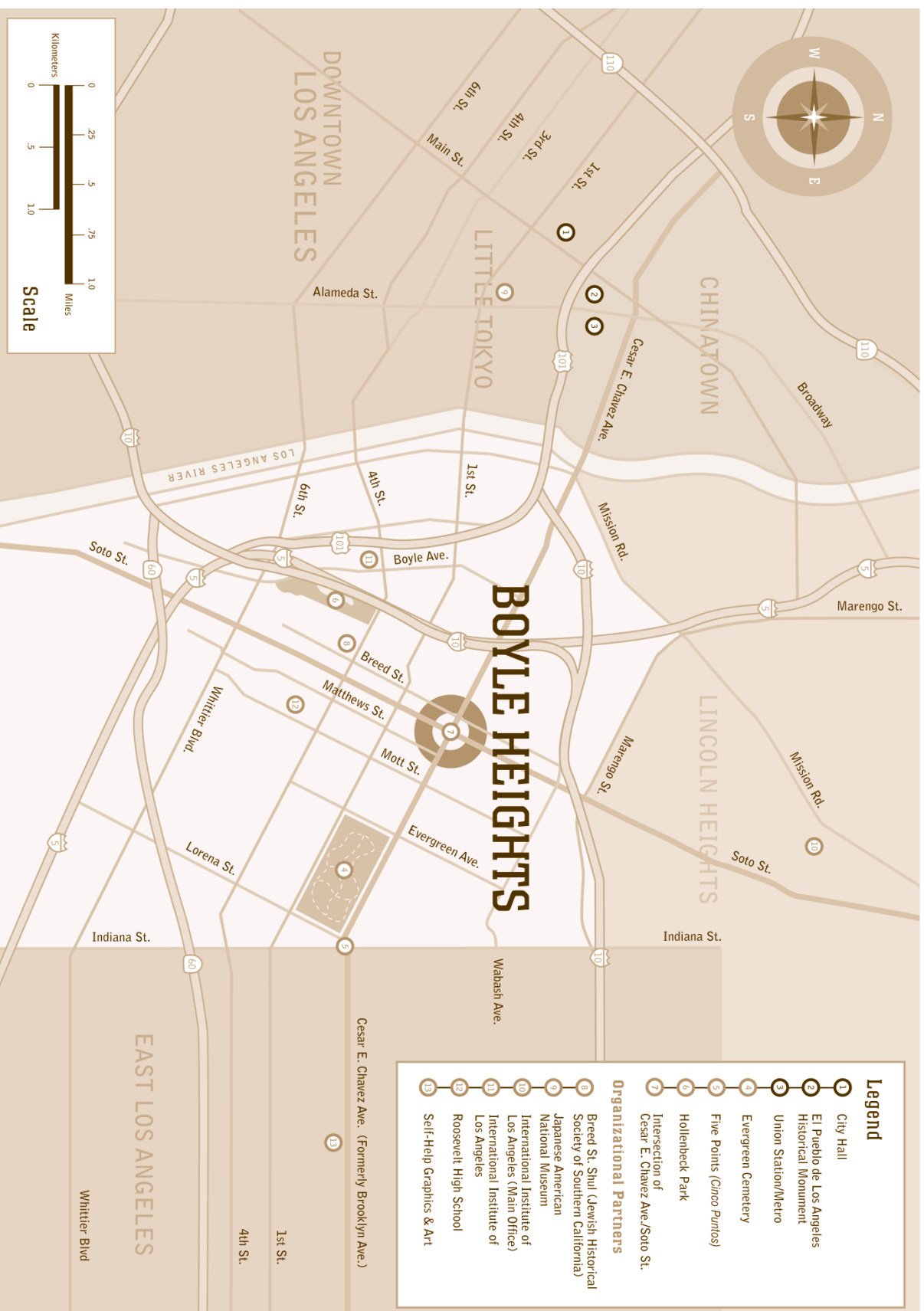
Demographic Information

	1940	1950	1960	1970	1980	1990	2000
White	80%	45%	19%	6%	4%	3%	5%
Black	1%	7%	13%	8%	6%	4%	4%
Asian	7%	7%	10%	8%	5%	5%	4%
Latino	12%	41%	58%	78%	85%	88%	87%

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

Japanese American National Museum | Self-Help Graphics & Art, Inc.
Jewish Historical Society of Southern California | Theodore Roosevelt Senior High School
International Institute of Los Angeles

Boyle Heights Map



The Power Boyle Heights



of Place Timeline

A multiethnic and collaborative exploration of a Los Angeles neighborhood

1700s – 1800s

1781	Pueblo of Los Angeles is founded. <i>Paredon Blanco</i> (White Bluffs), now Boyle Heights, is within Pueblo boundaries.
1821	Mexico gains independence from Spain. California becomes part of Mexico.
1848	Treaty of Guadalupe Hidalgo ends the war between the United States and Mexico. Mexico cedes California to the United States.
1850	California becomes a state.
1858	Andrew Boyle purchases land on <i>Paredon Blanco</i> , plants vineyards, and builds a home on what becomes Boyle Avenue.
1870	First bridge is built over the Los Angeles River at Macy Street.
1871	Andrew Boyle dies. His daughter Maria (Boyle) Workman inherits his property.
1875	Boyle's son-in-law William H. Workman subdivides the area for residential development and names it "Boyle Heights" in his honor.
1876	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.
1877	1877 Horse-drawn car line of first "inter-urban" rail system crosses into Boyle Heights to serve approximately 40 residences.
1882	Chinese Exclusion Act prohibits immigration of Chinese laborers. Japanese immigrants are recruited to fill the need for cheap labor.
1889	Los Angeles Cable Railway opens with line extending over the First Street Viaduct into Boyle Heights.
1890	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.
1896	St. Mary's Catholic Parish is established in Boyle Heights; the first Catholic church in neighborhood is built.

1900s

1904	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.
1906	After the San Francisco Earthquake, many Japanese Americans migrate south to Los Angeles. Little Tokyo becomes the center of community life.
1908	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.



1910s

1910

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.

1913

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

1914

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.

1920s

1920s

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.

1923

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

1924

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

1929

Stock market crashes – Great Depression begins.

1930s

1931

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*.

1938

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.



1939	<p>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.</p> <p>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.</p>
1940s	
1941	Japan bombs Pearl Harbor, prompting the United States to enter World War II.
1942	<p>Forced removal and incarceration of West Coast Japanese Americans begins per Executive Order 9066.</p> <p>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.</p> <p>Boom in war-industry work draws migration of workers from other parts of the country to Los Angeles.</p>
1943	<p>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.</p> <p>"Zoot-Suit Riots" explode in the streets of Downtown Los Angeles and surrounding <i>barrios</i>, including Boyle Heights.</p>
1945	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.
1946	<p>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.</p> <p>Housing crunch hits Boyle Heights as U.S. servicemen and Japanese Americans, recently permitted to return to the West Coast, settle in area.</p>
1947	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.
1948	Santa Ana-101 Freeway opens from Aliso Street to Soto Street.
1949	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.

The Power Boyle Heights



of Place Timeline

1950s

1950s	Boyle Heights continues to be Los Angeles's most ethnically diverse neighborhood.
1950	Korean conflict begins.
1952	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.

1960s

1960	Golden State-5 Freeway opens from Sixth Street and Boyle Avenue cutting through Hollenbeck Park.
1961	East Los Angeles Interchange is built to eventually connect six freeways.
1965	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.
1968	Eastside student "Blowouts" protest the public education system and call for improved facilities and culturally-relevant school curriculum.

1970s

1970s	Economic conditions and civil strife in Mexico and Central America lead to increased immigration to the United States. Los Angeles is a primary destination.
1970	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.
1973	Self-Help Graphics & Art is established on Brooklyn Avenue in Boyle Heights by Sister Karen Boccacero and a group of artists. Organization moves to Gage Street in East L.A. in 1978.
1975	Communist governments come into power in Vietnam, Cambodia, and Laos, precipitating a large exodus of refugees from Southeast Asia to the United States.

1990s

1986	Immigration Reform and Control Act is signed into law, creating legalization (amnesty) program and employer sanctions.
1987	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.



1990s

1994	<p>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.</p> <p>Brooklyn Avenue is renamed Avenida Cesar E. Chavez. The new name is dedicated in a ceremony at <i>Cinco Puntos</i> (five points).</p>
1995	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.
1997	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.
2000	<p>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.</p> <p>U.S. Census reports Boyle Heights population at 82,533. Ninety-five percent is identified as “Latino/Hispanic.”</p>
2002	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.



A multiethnic and collaborative exploration of a Los Angeles neighborhood

Partners

Japanese American National Museum
369 E. First Street
Los Angeles, 90012
Ph: 213/625-0414
Website: www.janm.org

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
456 S. Mathews Street
Los Angeles, CA 90033
Ph: 323/268-7241

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.



A multiethnic and collaborative exploration of a Los Angeles neighborhood

Partners

Self-Help Graphics & Art, Inc.
3802 Cesar E. Chavez Avenue
Los Angeles, CA 90063
Ph: 323/881-6447
Website: www.selfhelpgraphics.com

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
6505 Wilshire Blvd., #512
Los Angeles, CA 90048
Ph: 323/761-8950

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 Power The Boyle



of Place Heights Project

A multiethnic and collaborative exploration of a Los Angeles neighborhood

Partners

International Institute of Los Angeles
435 S. Boyle Avenue
Los Angeles, CA 90033
Ph: 323/264-6210

Administrative Offices
3845 Selig Place
Los Angeles, CA 90063
Ph: 323/224-3800

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 Artists / neighborhood 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.



1

35-4-C
Boston, Arizona

Dearest Mollie:

What do you know ~~the~~ loss? How are you feeling and how are you getting along in school? We are all fine, except Sake got sick this morning from something the kitchen fed me. I think it was the pork in the soup every. Some other kids on our block got sick too. She's better now though. It's a wonder I didn't get sick. You know how weak I am. Kenny grew pretty hot after he came here. I did too. I'm getting fatter too. Here, in Boston, most of the kids are calling each other "loss," "jack," and "jackson." If you went to the school play yesterday and someone asked you if you went to it, you could say, "You know it (loss, jack n jackson!)" If it's hot and someone says, "See it's hot today," you could say the same thing. If you get surprised at



something you could say, "Jumpin' jive!" or "Ain't 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 hay, how?" or "No jive?" or "No lie, how?" There are some of the sayings and phrases used in Proton.

Chiyoko hasn'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. Tatsuki went too.

There are three Boyle Height baseball teams in Proton: Boyle Height Indians, Golden Bears, and Hollywood Stars. The Hollywood Stars are all Boyle Height girls out of high school. Mary Takahashi, pitcher (man, is she good how!) Mariko Matsumoto, Masako Yoshida, Cecilia Kawasaki, (the half Japanese & half Irish girl from Roosevelt) and some others.

Let Saturday, Sunday, and Monday



2

we had a county fair — booth — shing
 shot, bingo, basketball, baseball, bow
 & arrow, penny pitch, ring the coins,
 and others. eats — tacos, tamales,
 hot dogs, fritos, cracker jack, orange
 ade, peanuts, candy, and others.
 dances — Saturday night, Sun. afternoon,
 and Sun. night. There were exhibits,
 talent shows, fashion show, and
 boxing and wrestling matches too.
 It sure was a lot of fun. Camp 1, 2,
 & 3's orchestras took turns playing
 at the dances. Camp 1's band is
really solid. Camp 2's is not as good,
 and Camp 3's is lousy. Hides Kawano,
 the professional drummer from
 Stevenson, is the leader of our band.
 He's only 15 years old. Mary Takahashi's
 brother plays the trumpet for the band.
 They play Blues and Parade, Johnson
 Rag, At Last, I Remember You, In
 My Solitude, My Devotion, Moonlight
 Serenade, and others. We had a
 queen for the fair too, chosen from
 Camp 1, 2, & 3 girls. The fair was



open from 2 o'clock till 9 or 10:30 at night everyday. Trucks were going back and forth all of the time from camp 2 & 3 so they could be at the fair & dance too. Camp 2 people are from Salinas and Camp 3 people are from Salinas and San Diego. In camp 3 boys wearing long, bright, flannel plaid shirts out are a fact. In camp 2, red hats, and in camp 1, long shirts out. It looks like they're wearing night shirts. Well, back to the fair. It's really something to save about Jackson! Kiyoko Fukuda was one of the attendants. Here are the girls that were running: Hisako Nakachi, Rieko Nakamura, Rose Nishi, ~~the~~ Ritsuko Kawakami, June Ono, Fumi Iwanaga, ^{Karakane} Nancy, Helen Wada, & 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



3

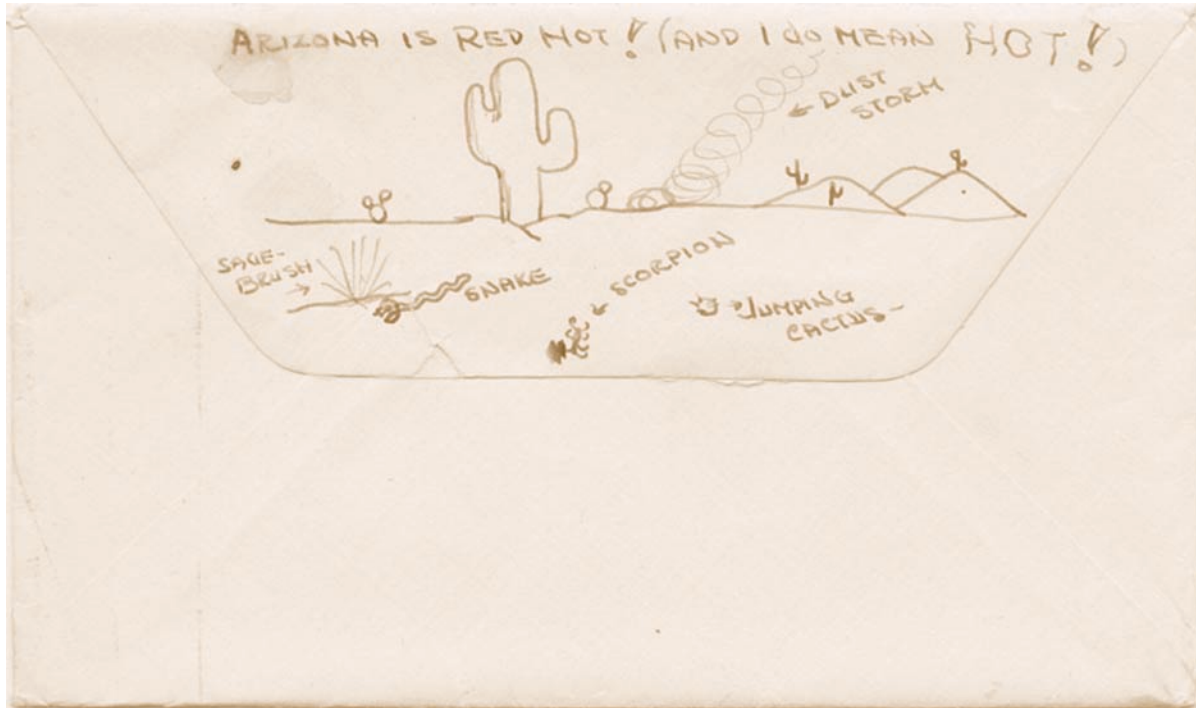
the sewing school and which they could keep. Nancy and I and two other couples went with Orange County boys. We had ~~to~~ to wear shoes. So far I've been to 3 scheduled dances, ² ~~and~~ ^{and} party danced, Firemen's Ball - Valley boy, Back to School Dance - Orange County boy, Coronation Ball - Orange County boy and Sunday night is fair dance - Boyle Heights boy.

We started a Girl & Reserve club and Mary Sakelach and Grace Moriska are helping to organize it. Just the girls I go around with and I seem to be the only ones interested but I hope there'll be others to join. The name of our club is "Hy-lites". We had installation the other Thursday. I'm vice and Nancy, Sec, and Jerry Seukimov, Athletic manager.

School started on Oct. 5. High school starts from the 9th grade and they go by the year so all the winter graduates have to study an extra semester. School is holding putational recreation



hall. 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 18. From 3 P.M. to 4 P.M.
 I have sewing - Japanese teacher, Block
 45. We don't have as much homework as we did in A.
 Friday, we had a Halloween party
 in our social studies class. Saturday
 we had a Halloween quad party and
 dance. The junior, senior, freshmen,
 and sophomore classes ~~were~~ went to
 cotton picking in Parker Valley.
 The money earned by each class goes
 into each class treasury. This
 coming Friday we are having a
 junior party and dance. On
 the 21 our club is giving a cotton &
 cord dance and trip ^{ing} to make it. The
 room ^{look} like a barn. All of us
 girls are going to wear gingham.
 Wish me luck so it'll turn out a
 success. On Thanksgiving, they're
 having a dance at the Triemuh (a
 station) with Camp 1's orchestra.
 They gave a petition out for Camp 1's
 for junior president. Well, that's all
 the news for now! So long - Love!
 See - soon.





March 15, 1943

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.

How is everything coming
along. From what I read in
Rough Rider a great deal of
things are going on. Just
reading the Rough Rider
made me home sick. ~~Red~~
Reading about the seniors
getting their senior sweaters.
I sure wish I can get one.
You both know how much



How it feels to reading about
it, if it wasn't for this war
I would be there and
having a lot of fun. The fun
we all wait for. Our graduation
is sure going to be sad. And
I do mean Sad. Just think
you a Senior '15' I know
what you're saying "At last"
After I graduate I'm going
back to school and take
Post Graduate and take
Shorthand.

Today were having a little
^{strong} dust I mean a ~~lot~~ lot of dust
Its really terrible we can't
even see the next barrel. Its
been blowing all day.



You must be busier now
a days. Do you still work?
It must be very confusing
with all the rationing books
I'm sure I'll never know
how you figure out all the
points.

Oh, yeah! say speaking of
dust it's been blowing all
week.

Well I guess you can see
by my writing that I'm
getting sleepy so I'll say
Good by and thank you.

Sincerely Yours,
Viola Davis

over




P.S. Please excuse all the
~~the~~ mis?

~~Includes~~ enclosed the money
for the postage for
the last two you
sent me and for the
next ^{two} ~~one~~. I shall
keep sent postage to
you Thank You.

I'm paying you for the
march 4, & 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.
\$.





#4-6-C
RIVERS, ARIZONA
JULY 7TH, 1943


DEAR MOLLY-

CONGRATULATIONS UPON YOUR COMPLETION OF HIGH SCHOOL! IT SEEMS RATHER FANTASTIC, HUH? REMEMBER THE GRAMMAR SCHOOL DAYS? VOLLEY-BALL DODGE-BALL, MAY-POLES, RINGS, AND ETC. - THEN, ON TO BELVEDERE - WE SURE HAD FUN, HUH? THAT OLD MISS DILLON - MISS ROW - MR. PRANTE - MRS. SULLIVAN, AND OLD LADY LYMAN - THOSE WERE THE GOOD OLD DAYS! ROOSEVELT HI - AND HAN 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 - BUTTE 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 DEFENCE 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



20



OTHER STATE - BUT AM WONDERING ABOUT THE
FINANCIAL MATTERS, ^{and} 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., ^{and} BY
7 A.M., IT'S ALREADY 84°. HOT STATE, ^{and} 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 - ^{and} TAKE IT
EASY, ESPECIALLY ON A CERTAIN MILLARD
MURPHY --- OH MAN, I COULD HEAR YOUR
HEART THUMPING OUT HERE - OR HAS MILLARD
ALREADY GOT YOUR HEART. O! O!

MY REGARDS TO THE FAMILY -

SINCERELY,
JUNE YOSHIGAI -



Introducing Oral History Interviews

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.



Evaluating Student Interviews

Learning More about Oral Histories

- 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.

(Excerpts taken from *Capturing Stories: An Oral History Guide*, by the Japanese American National Museum)



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!

Asking the Right Questions

- **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.



Interviewing Etiquette

- **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.



Documenting the Interview

- **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?

Learning through Practice

(Excerpts taken from *Capturing Stories: An Oral History Guide*, by the Japanese American National Museum)



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



JAPANESE AMERICAN NATIONAL MUSEUM
EDUCATION UNIT

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



JAPANESE AMERICAN NATIONAL MUSEUM | MUSEO NACIONAL JAPONÉS AMERICANO
EDUCATION UNIT | UNIDAD DE EDUCACIÓN

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 Angeles, 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 Studies Center at UCLA

3230 Campbell Hall
405 Hilgard Avenue
Los Angeles, CA 90095-1546
Telephone: 310.825.2974
<http://www.sscnet.ucla.edu/aasc/>

Asian Pacific Resource Center

Montebello Library
1550 W. Beverly Boulevard
Montebello, CA 90640
Telephone: 323.722.2650
<http://www.colapublib.org/libs/montebello/asian.html>

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/>

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>



Resources for Exploring the History and Diversity of Los Angeles

Jewish Historical Society of Southern California

6006 Wilshire Boulevard
Los Angeles, CA 90036
Telephone: 323.761.8950

(Moving Fall 2002)

6500 Wilshire Boulevard
Los Angeles, CA 90048

Jewish Journal

Jewish Community Newspaper
Telephone: 213.368.1661
<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: 213.626.7600
<http://artscenecal.com/Listings/Downtown/LatinoMsmFile/LatinoMsmPages/LatinoMsmD4.html>

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: 213.223.2475

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)

CISNEROS, SANDRA. *Pelitos/Hairs*. New York: Knopf: Distributed by Random House, 1994. [Sxz]

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.

DOOLEY, NORA. *Everybody Cooks Rice*; Illustrations by Peter J. Thornton. Minneapolis: Carolrhoda Books, 1991. [x641 D691 1991]

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.

HALLINAN, P.K. *A Rainbow of Friends*. Nashville, TN: Ideals Children's Books, 1997. [xz]

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

JASKOL, JULIE AND LEWIS, BRIA. *City of Angeles: in and around Los Angeles*; Illustrated by Elisa Kleven. New York: Dutton Children's Books, 1999. [x979 J39]

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 internment 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.

JOHNSTON, TONY. *Any Small Goodness: a Novel of the Barrio*; Illustrated by Raul Colon. New York: Blue Sky Press, 2001. [x 2001]

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.

NOGUCHI, RICK AND DENEEN JENKINS. *Flowers from Mariko*; Illustrated by Michelle Reiko Kumata. New York: Lee & Low Books Inc., 2001. [xz 2001]

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.

POLITI, LEO. *The Nicest Gift*. New York: Charles Scribner's Sons, 1973. [x2, 1973]

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

STEIN, R. CONRAD. *Los Angeles (Cities of the World)*. New York: Children's Press, 2001. [x979 S819-7]

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.

WING, NATASHA. *Jalapeno Bagels*; Illustrated by Robert Casilla. New York: Atheneum Books for Young Readers, 1996. [xz 1996]

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

COHEN, BARBARA. *Molly y Los Perergrinos*; Ilustrado por Michael J. Deraney; traducido por Maria A. Fiol. New York: Lectorum Publications, 1995. [Sx Ed.a 1995]

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



Bibliography

a 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.

GRUNSELL, ANGELA. *Hablemos del Racismo (Let's Talk About Racism)*; Traducido por Teresa Mlawer. New York: Lectorum Publications, 1993. [Sx 323.1 G891 1993]

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

KISSINGER, 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.

SPIER, PETER. *Gente (People)*. Barcelona, Spain: Editorial Lumen, 1999. [Sx 572 S755 1999] folio

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

VELTHUIJS, MAX. *Sapo y el Forastero (Frog and the Stranger)*. Caracas, Venezuela: Ediciones Ekare, 1994. [Sxz 1994]

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.

YASHIMA, TARO. *Niño Cuervo (Crow Boy)*; Traducido por Maria A. Fiol. New York: Lectorum Publications, 1996. [S xz Ed.a 1996]

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.

Tides for Middle & High School Students

CHANG, EDWARD T. AND LEONG, RUSSELL C. edited. *Los Angeles-Struggle toward Multiethnic Community: Asian American, African American, & Latino Perspectives*. Seattle: University of Washington Press, 1994. [323.109794 L8795]

Asian American, African American, and Latino perspectives are reflected probing the problems and special challenges of an evolving multiethnic community in Los Angeles. Assumptions are challenged, ethnic relations probed, and insights considered in over two dozen essays compiled from a special issue of *Amerasia Journal*.

DUNITZ, ROBIN. *Street Gallery: Guide to 1000 Los Angeles Murals*. Los Angeles: RJD Enterprises, 1998. [756.4 D918 1998]

An illustrated guide book to the painted, tile, and mosaic murals of Los Angeles County, created from 1913 to 1992.

FLEMING, MARIA. "A Garden of Honor: Latino students in East L.A. plant a tribute to Japanese Americans." *Teaching Tolerance* (Spring 1998).

A group of Latino students rebuild Roosevelt High School's Japanese Garden as a tribute to former Japanese American students. The garden restoration dovetailed with a ceremony to retroactively award diplomas to former Japanese American students incarcerated during World War II. A powerful article about intersections of culture in present-day Boyle Heights.

FRANKLIN, PAULA A. *Melting Pot or Not?: Debating Cultural Identity*. Springfield, NJ: Enslow Publishers, 1995. [301.45 F8327]

On the back of every penny, nickel, dime, and quarter you will find the Latin phrase, *E Pluribus Unum*, meaning *Out of the Many, One*. Many people feel America is a Melting Pot where immigrants from hundreds of countries come together to become one people with one way of life. Others argue that being an American means that we should recognize and respect our country's many different cultures. Are we truly a melting pot?



Bibliography

HOUSTON, JEANNE WAKATSUKI. *Farewell to Manzanar*. Toronto and New York: Bantam Books, 1974, c1973. [940.547273 H843]

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

OTTESEN, CAROL CLARK. *L.A. Stories: The Voices of Cultural Diversity*. Lanham, MD: University Press of America, 1999. [810.8 L1115-1]

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.

PITT, LEONARD AND DALE. *Los Angeles A to Z: An Encyclopedia of the City and County*. Berkeley, CA: University of California Press, 1997. [979.41 L88Pit]

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.

SANTIAGO, DANNY. *Famous All Over Town*. New York: Simon and Schuster, 1983. [ED.a]

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.

TATLOCK, ANN. *All the Way Home*. Minneapolis, MN: Bethany Books, 2002.

WHITEHEAD, FRED. ed. *Culture Wars: Opposing Viewpoints*. San Diego, CA: Greenhaven Press, 1994. [320.1 c9685]

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

Chicano! History of the Mexican American Civil Rights Movement. Produced by National Latino Communications Center and Galán Productions, Inc., in cooperation with KCET, Los Angeles, 1996.

Cultural Diversity: Meeting the Challenge. [VID 325.259 C9865 1990]

Dear Miss Breed. Produced by UCLA Asian American Studies Center and Japanese American National Museum in association with Alhambra School District, 2000.

Interactions. Produced by UCLA Asian American Studies Center and Japanese American National Museum in association with Alhambra School District, 2000.

Meet Me at Brooklyn and Soto: Celebrating the Jewish Community of East Los Angeles. Produced and directed by Ellie Kahn and the Jewish Historical Society of Southern California, 1996.

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/isd/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.

Videos

The Bracelet. Produced by UCLA Asian American Studies Center and Japanese American National Museum in association with Alhambra School District, 2000.



Bibliography

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



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