



Tools and Resources to Investigate Community History

Suggested for
Grades 4-12

This multifaceted collaborative project, initiated by the Japanese American National Museum, is documenting and interpreting 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.

Educational components of the Boyle Heights Project are generously supported by Bank of America Foundation and The Nissan Foundation.

Organizational Partners:

International Institute of Los Angeles
Jewish Historical Society of Southern California
Theodore Roosevelt Senior High School
Self-Help Graphics

The National Museum's educational programs are generously supported by The Capital Group Companies, Inc.; The Chase Manhattan Foundation; City of Los Angeles Cultural Affairs Department; The J. Paul Getty Grant Program; Bill & Sumi Hughes; Los Angeles County Arts Commission; Ray & Lucy Matsumoto; Ronald McDonald House Charities; National Endowment for the Arts; the Koichi & Toyo Nerio Family; The Ralph M. Parsons Foundation; the Rose Hills Foundation; The Henri & Tomoye Takahashi Charitable Foundation; The Times Mirror Foundation; Union Bank of California Foundation; The Harry and Jeanette Weinberg Foundation; the Weingart Foundation; Wells Fargo Foundation; and Members and Donors of the Japanese American National Museum.

Japanese American
National Museum
369 East First Street
Los Angeles, CA 90012
Tel 213.625.0414
Fax 213.625.1770
www.janm.org
www.janmstore.com
www.boyleheightsproject.org





Acknowledgments

This guide was produced by the Japanese American National Museum, Education Unit.

Boyle Heights Project Director	Audrey Lee-Sung
Director of Education	Claudia Sobral
Project Coordinator	Allyson Nakamoto
Developer and Writer	Shari Davis, Creative Ways
Exhibition Co-Curators	Sojin Kim, Ph.D. and Emily Anderson
Designer	Mike Chan, Michael Chan Design
Copyeditors	Sachi Kaneshiro and Mary Karatsu

Boyle Heights Project Education Advisory Committee:
Rebecca Delgado, Elva Flores, Ruben Guevara, Lloyd Inui,
Albert Johnson, Jr., Eileen Kurahashi, George Lipsitz,
Mary MacGregor-Villarreal, Kathy Masaoka, and James
Rojas.

Project Partners

Japanese American National Museum

Irene Hirano, Executive Director & President
Audrey Lee-Sung, Sojin Kim, Darcie Iki, Claudia Sobral,
Emily Anderson – Core Project Team

Self-Help Graphics & Art

Tomas Benitez, Executive Director

International Institute of Los Angeles

E. Stephen Voss, President & CEO
Joy Hofer, Vice President

Jewish Historical Society of Southern California

Stephen J. Sass, President
Jerry Freedman-Habush, Board Member
Toby Horn, Board Member



Acknowledgments (cont'd)

Theodore Roosevelt Senior High School

Henry Ronquillo, Principal

Ron Hiroswawa, Assistant Principal

PROJECT ADVISORS

Felicia Acosta

Abe Alvarez

Butch Bablot

Kate Bolotin

Lonnie G. Bunch

Kenneth C. Burt

Hortensia & Joe Corral

Helena Cota

Margaret Crawford

Ron Chew

Lucy Delgado

Victor Delgado

Hershey Eisenberg

Oscar Florez

Dave Fuentes

Rosalie Gurrola

Armida Hanson

Saburo Hori

Daniel Kawahara

Maira Kenney

Sharon Maruya

Valerie Matsumoto

Mollie Murphy

Don Nakanishi

Alvaro Rodriguez

Vicki L. Ruiz

Leland Saito

George Sanchez

Howard Shorr

Roland Silva

John Kuo Wei Tchen

Raul Vasquez

Bud Weber

Dianna Ybarra-Tiscareno

Silvia Yoshimizu

Annie & Paul Zolnekoff

In addition, we would like to recognize the following people for their contributions to this Teacher Guide:

Pia Alexander, Eftihia Danellis, Thomas Gollar, Clement Hanami, Michelle Herczog, Cheryl Ikemiya, Leslie Ivie, Flora Ito, Tami Kaneshiro, Allison Kido, Akemi Kikumura-Yano, Ivy Kim, Kristine Kim, Theresa Manalo, Linda Mehlbrech, Christine Moon, Azusa Oda, Cris Paschild, Ann Robertson, Jessica Silver, Cheryl Toyama, Leon Yan and Lucia Yang.

©Copyright 2002 Creative Ways and Japanese American National Museum



Table of Contents

	page
Acknowledgements	x
Table of Contents	x
To the Teacher	x
Overview of the Exhibition	
<i>Boyle Heights: The Power of Place</i>	x
Content Standards	
California Content Standards for History-Social Studies and English-Language Arts	x
Exhibition-Related Activities for <i>Boyle Heights: The Power of Place</i>	
Letters to Mollie: Interpreting Primary Documents	x
<i>Boyle Heights: The Power of Place</i> Journal	x
Imaginary Letters from Boyle Heights	x
The Power of Community: Activities to Investigate Community History	
A Sense of Community	x
We Belong Here	x
Encounters in the Classroom: Investigating Community History	x
Encounters in the Community: Investigating Cultural Communities	x
Along the Boulevard: City Scavenger Hunt	x
School History Sleuths	x
In the News: Conflict and Collaboration	x
Appendix: Additional Tools and Resources to Investigate Community History	
Group Tour Reservation Form	x
Boyle Heights Fact Sheet	x
Boyle Heights Map	x
Boyle Heights Timeline	x



Table of Contents (cont'd)

page

Appendix: Additional Tools and Resources to Investigate Community History (cont'd)

Boyle Heights Project Partners	x
Samples for "A Sense of Community"	x
Letters to Mollie Wilson (facsimiles)	x
Teaching Interviewing Skills	x
Interviewing Tips for Students	x
Oral History Student Worksheet	x
Recorded Life History Deed of Gift	x
Letter to Parents (English)	x
Letter to Parents (Spanish)	x
Resources for Exploring the History and Diversity of Los Angeles	x
Bibliography for Grade 4-12 Teachers and Students	x
Photo Credits	x



For the Teacher . . .

Welcome! We have written and designed this Teacher Guide to be easily adapted to the diverse needs of your students. We consider teachers as our most valuable partners in the implementation of this guide; we have not filled it with methodology as much as we have included ideas to begin your students' journeys.

So that you may easily integrate these activities and resources into your classroom, we have included a grid of relevant California curriculum standards for History-Social Science and English-Language Arts.

Museum Visit

To complement your classroom studies, we recommend that you and your students visit the Japanese American National Museum to see *Boyle Heights: The Power of Place*.

- Make a reservation using the Group Tour Reservation Form in the Appendix. Please contact us at least three weeks in advance.
- Discuss the concept of "community" with your students. Be sure that they realize that communities may be based on geographical location, common interests, beliefs, and identity.
- Before visiting the museum, review museum rules and regulations with students and chaperones.
- Both before and after the museum visit, continue the dialogue about community by conducting activities found in this Teacher Guide.

Feedback

We are interested in getting feedback about this guide from teachers like you. What works? What doesn't work? What did your students learn? Keep in touch with us. Your insights will help when we write future Teacher Guides.

We hope that as you share these activities with your students, they will discover the richness and diversity of which we are all a part.

Good luck!

Sincerely,

A handwritten signature in black ink that reads "Allyson Nakamoto".

Allyson Nakamoto
Teacher Programs Manager
anakamoto@janm.org
Education Unit
September 2002



Overview of the Exhibition

Boyle Heights: The Power of Place

September 8, 2002 through February 23, 2003

“What is Boyle Heights? And what makes it tick? It is not a “typical” American community, but it could only happen in America...”

FORTNIGHT: CALIFORNIA'S OWN
NEWSMAGAZINE (1954)

A neighborhood is made up of people and places. It is defined through the experiences of those who consider it home. And it holds their hopes for the future and their memories of the past.

Boyle Heights is a Los Angeles neighborhood, located just east of downtown between the Los Angeles River and the city boundary. It is one of the city's earliest neighborhoods, and – like all communities – it has changed in many ways over the past century.

Boyle Heights is a Los Angeles intersection, a place of infinite possibilities where the paths of different people meet or cross. Boyle Heights has been home to people who have come to Los Angeles from different cities, states, and countries, who have different beliefs and traditions, and who speak different languages.

Through the stories of past and present neighborhood residents, this exhibition explores how the experiences and memories of many generations of Angelenos intersect in this powerful place.

Japanese American National Museum
In partnership with
International Institute of Los Angeles
Jewish Historical Society of Southern California
Theodore Roosevelt Senior High School
Self-Help Graphics & Art

**Content Standards
Tab Page**



California Content Standards Grades 4-12

The activities in *Boyle Heights: The Power of Place* Teacher Guide are correlated with the California Content Standards for History-Social Science and English-Language Arts.

For clarity, English-Language Arts Content Standards are divided into three strands:

- Reading
- Writing
- Listening and Speaking

A listing of the standards follows; the first number of each standard corresponds to grade level. A check mark indicates the activity to which each standard applies.

Activity Name	Letters to Mollie: Interpreting Primary Documents	Boyle Heights: The Power of Place Journal	Imaginary Letters from Boyle Heights	A Sense of Community	We Belong Here	Encounters in the Classroom: Investigating Community History	Encounters in the Community: Investigating Cultural Communities	Along the Boulevard: City Scavenger Hunt	School History Sleuths	In the News: Conflict and Collaboration
HISTORY-SOCIAL SCIENCE CONTENT STANDARDS										
4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.								✓		
10.8.6 Discuss the human costs of World War II, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	✓		✓							
12.2.4 (Principles of American Democracy) Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.										✓



Activity Name	Letters to Mollie: Interpreting Primary Documents	Boyle Heights: The Power of Place Journal	Imaginary Letters from Boyle Heights	A Sense of Community	We Belong Here	Encounters in the Classroom: Investigating Community History	Encounters in the Community: Investigating Cultural Communities	Along the Boulevard: City Scavenger Hunt	School History Sleuths	In the News: Conflict and Collaboration
12.3.1 (Principles of American Democracy) Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	✓	✓		✓			✓		✓	✓
12.6.4 (Principles of American Democracy) Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).										✓
ENGLISH-LANGUAGE ARTS CONTENT STANDARDS										
Reading Strand										
4.2.5 Compare and contrast information on the same topic after reading several passages or articles.	✓									
5.2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.		✓		✓	✓			✓		
5.2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.										✓
5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	✓									
6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.								✓		



Activity Name	Letters to Mollie: Interpreting Primary Documents	Boyle Heights: The Power of Place Journal	Imaginary Letters from Boyle Heights	A Sense of Community	We Belong Here	Encounters in the Classroom: Investigating Community History	Encounters in the Community: Investigating Cultural Communities	Along the Boulevard: City Scavenger Hunt	School History Sleuths	In the News: Conflict and Collaboration
6.2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.							✓			✓
6.3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).	✓									
7.2.2 Locate information by using a variety of consumer, workplace, and public documents.		✓				✓	✓	✓		
7.3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	✓									✓
8.3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	✓									
9/10.2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	✓					✓	✓		✓	
9/10.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	✓									
11/12.2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	✓									
Writing Strand										
4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.			✓			✓	✓			✓



Activity Name	Letters to Mollie: Interpreting Primary Documents	Boyle Heights: The Power of Place Journal	Imaginary Letters from Boyle Heights	A Sense of Community	We Belong Here	Encounters in the Classroom: Investigating Community History	Encounters in the Community: Investigating Cultural Communities	Along the Boulevard: City Scavenger Hunt	School History Sleuths	In the News: Conflict and Collaboration
4.1.2 Create multiple-paragraph compositions			✓		✓		✓			✓
4.1.5 Quote or paraphrase information sources, citing them appropriately.	✓					✓	✓			
4.1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.						✓	✓	✓	✓	
4.1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.								✓	✓	✓
4.2.1 Write narratives.					✓					✓
5.1.2 Create multiple-paragraph expository compositions.			✓		✓					✓
5.1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.		✓								
6.1.2 Create multiple-paragraph expository compositions.			✓		✓					✓
7.1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.			✓		✓					✓
7.1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.		✓				✓	✓		✓	
8.1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.					✓					✓



Activity Name	Letters to Mollie: Interpreting Primary Documents	Boyle Heights: The Power of Place Journal	Imaginary Letters from Boyle Heights	A Sense of Community	We Belong Here	Encounters in the Classroom: Investigating Community History	Encounters in the Community: Investigating Cultural Communities	Along the Boulevard: City Scavenger Hunt	School History Sleuths	In the News: Conflict and Collaboration
8.1.5 Achieve an effective balance between researched information and original ideas.			✓			✓	✓	✓	✓	✓
9/10.1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.			✓		✓					✓
9/10.1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.			✓	✓	✓	✓	✓	✓	✓	✓
11/12.1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.			✓	✓	✓	✓	✓	✓	✓	✓
11/12.1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.			✓	✓	✓	✓	✓	✓	✓	✓
11/12.1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).						✓	✓	✓	✓	
11/12.2.1 Write fictional, autobiographical, or biographical narratives.			✓			✓				
Listening and Speaking Strand										
4.1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.						✓	✓	✓	✓	
4.1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.						✓	✓		✓	



Activity Name	Letters to Mollie: Interpreting Primary Documents	Boyle Heights: The Power of Place Journal	Imaginary Letters from Boyle Heights	A Sense of Community	We Belong Here	Encounters in the Classroom: Investigating Community History	Encounters in the Community: Investigating Cultural Communities	Along the Boulevard: City Scavenger Hunt	School History Sleuths	In the News: Conflict and Collaboration
4.1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.						✓	✓		✓	
4.1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.										✓
5.1.1 Ask questions that seek information not already discussed.						✓	✓	✓	✓	
5.1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.						✓	✓		✓	
5.1.3 Make inferences or draw conclusions based on an oral report.						✓	✓		✓	
5.1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.										✓
6.1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).						✓	✓		✓	
6.1.2 Identify the tone, mood, and emotion conveyed in the oral communication.						✓	✓		✓	
7.1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.						✓	✓	✓	✓	
7.1.2 Determine the speaker's attitude toward the subject.						✓	✓		✓	
8.1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.						✓	✓		✓	

The Power Pre-Visit



of Place Activities

Activity Name	Letters to Mollie: Interpreting Primary Documents	Boyle Heights: The Power of Place Journal	Imaginary Letters from Boyle Heights	A Sense of Community	We Belong Here	Encounters in the Classroom: Investigating Community History	Encounters in the Community: Investigating Cultural Communities	Along the Boulevard: City Scavenger Hunt	School History Sleuths	In the News: Conflict and Collaboration
9/10.2.3 Apply appropriate interviewing techniques.						✓	✓		✓	
11/12.1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).								✓		✓
11/12.1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.										✓

**Exhibition-Related Activities
Tab Page**



Integrated Activities for Pre-Museum Visit, Museum Visit and Post-Museum Visit

"ALL ROADS LEAD TO BOYLE HEIGHTS"*

The following activities on pages ____ – ____ provide an integrated approach to preparing for, encountering and processing your class' visit to ***Boyle Heights: The Power of Place***. Although the exhibition explores several themes and historical time periods, this set of activities focuses on one era and theme: the World War II incarceration of Japanese Americans living in Boyle Heights. By exploring how Los Angeles' most ethnically diverse neighborhood changed during the war years, students will gain an in-depth understanding of this time period, while using a variety of social science-based research skills.

*Derived from the masthead of an early newspaper, this phrase was printed just below the name of *The Boyle Heights Sun*.





Introduction



Letters To Mollie: Interpreting Primary Documents

With Japan's military attack on Pearl Harbor in December 1941, and the entry of the United States into World War II, public sentiment against Japanese Americans reached its peak. Although there was no evidence that they were engaged in espionage or sabotage, approximately 110,000 Japanese Americans were forcibly removed from their West Coast homes. They were held in concentration camps in the interior of the United States throughout the war. Never charged for any crime, most lost their homes, businesses and family possessions. Two-thirds of those incarcerated were American-born citizens.

By June 1942, 400 Roosevelt High School students of Japanese descent were gone. The school eventually lost one-third of its student body as a consequence of this forced removal of Japanese Americans and the enlistment of young men into the armed forces. For more information about this time period, as well as the unique ceremony of Roosevelt High School's retroactively awarding diplomas to the Japanese American students, please see the Bibliography included in the Appendix.

Due to the incarceration, 17-year-old Mollie Wilson, an African American girl from Boyle Heights, had no choice but to say good-bye to dozens of her friends from Roosevelt High School. Throughout the war, Mollie corresponded with many incarcerated friends until the war ended and preserved these letters, ultimately donating them to the Japanese American National Museum. Some of these letters



may be viewed in the exhibition ***Boyle Heights: The Power of Place*** and excerpts will be analyzed in this activity.

These letters are significant for several reasons:

- They give a voice to the teenagers living in Boyle Heights in the 1940s.
- They communicate the close friendships among Boyle Heights teenagers of diverse backgrounds.
- They give a real taste of the lives, language, clothing, and concerns of students coming of age during World War II.
- They put a human face on history.



A Note on Primary Sources

“Through primary sources students confront two essential facts in studying history. First, the record of historical events reflects the personal, social, political and economic points of view of the participants. Second, students bring to the sources their own biases, created by their own personal situations and social environments in which they live. As students use these sources they see that history exists through interpretation – and tentative interpretation at that. Primary sources fascinate students because they are real and they are personal; history is humanized through them.”

“HISTORY IN THE RAW” NATIONAL ARCHIVES
AND RECORDS ADMINISTRATIONS



Suggested Grade Levels

Four – Twelve

Objectives

- Interpret historical documents.
- Recognize the significance of primary documents in understanding eyewitness accounts of history.
- Understand the circumstances leading to the World War II incarceration of Japanese Americans.
- Recognize that history exists through interpretation, and that authors bring their own biases and points of view to historical accounts.

Process (One 45-minute session)

1. Prepare copies of the following “Excerpts from the Letters to Mollie” found on pages ____ – _____. For students who would like to read the complete letters in the girls’ own handwriting, facsimiles are available in the Appendix.
2. Give the students a brief overview of the Japanese American evacuation and incarceration during World War II. In addition to the information provided in the introduction to this activity, supplemental resources are found in the Appendix.
3. Distribute copies of the letters to the class. Students may read quietly to themselves or aloud to the class.
4. In small groups, ask students to analyze the letters by completing the “Primary Document Analysis Chart” on pages ____ – _____. Photocopy and distribute the double-sided chart.



- Remind students that letters are primary sources which reflect the attitudes and experiences of the writers. A collection of letters can provide student historians with differing viewpoints of the same event. Studying history through primary sources requires the student historian to take into account the different ways people respond to the same historical event.
- The "Primary Document Analysis Chart: Dear Mollie" on page ____ is a tool that will help student historians compare and contrast the concerns and attitudes of the letter writers.
- As a class, share responses to "Primary Document Analysis Chart: Signs of the Times" on page _____. If a historian was researching youth culture in Los Angeles in 2002, what are some of the things he or she would find?

5. If students would like to know more about this period, suggest additional resources. Please see the Appendix for recommended books, articles and websites.

6. Encourage students to search for primary sources in their homes. Photo albums, year-books, letters and diaries provide insight into historical events, popular culture, concerns and interests of people during different time periods. Like the letters used in this activity, family documents can provide a unique window into history that students will not find in textbooks. Suggest that students photocopy the documents or photos before bringing them in to class.



Excerpts from Letters to Mollie

Letter 1

44-6-C

RIVERS, ARIZONA

JULY 7TH, 1943

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, AND ETC. – THEN, ON TO BELVEDERE – WE SURE HAD FUN, HUH? THAT OLD MISS DILLON – MISS DOW – MR. PRANTE - MRS. SULLIVAN, AND OLD LADY LYMAN – THOSE WERE THE GOOD OLD DAYS! ROOSEVELT HI AND MAN ALIVE, DID I THINK I WAS "BIG," THOUGH! WHEN WE MOVED TO 10TH ST., YOU CAME OVER ON YOUR WAY TO A PICNIC... 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 DEFENSE FACTORY? \$150.– A MONTH? SWELL! WITH THAT, YOU COULD WORK YOUR WAY THROUGH COLLEGE, HUH?

...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 MILLIARD MURPHY – OH MAN, I COULD HEAR YOUR HEART THUMPING OUT HERE – OR HAS MILLIARD ALREADY GOT YOUR HEART?!?!

MY REGARDS TO THE FAMILY –

SINCERELY,

JUNE YOSHIGAI –

Letter excerpt, Gift of Mollie Wilson Murphy, Japanese American National Museum
(2000.378.16)*****



Letter 2

March 15, 1943

Dear Mollie,

Thank you very much for sending me the "Rough Rider."
[Roosevelt High School student newspaper] I hope it isn't going to be any trouble. I promise 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 makes me home sick. Reading about the seniors getting their senior sweaters. I sure wish I can get one. You don't know how much how it feels to be 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.

...Today were having a little dust storm. I mean a lot of dust. It's really terrible we can't even see the next barrack. Its been blowing all day.

...Enclosed the money for the postage for the last two [Rough Riders] you sent me and for the next two...

Thank You,
V.S.
[Violet Saito]

Letter excerpt, Gift of Mollie Wilson Murphy, Japanese American National Museum (2000.378.15)



Letter 3

35-4-C
Poston, Arizona
[1943]

Dearest Mollie:

What-cha know hoss? How are you feeling and how are you getting along in school? We are all fine, except Sako got sick this morning from something the kitchen fed us. I think it was the pork in the slop suey.

...Here, in Poston, most of the kids are calling each "hoss", "Jack," and "Jackson." If you went to the school play yesterday and someone asks you if you went to see it, you could say, "You know it (hoss, Jack or Jackson!)" If it's hot and someone says, "Gee, it's hot today," you could say the same thing. If you act 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, hoss?" or "No jive?" or "No lie hoss?" These are some of the sayings and phrases used in Poston.

Chiyeko 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.

There are three Boyle Height baseball teams in Poston: Boyle Height Indians, Golden Bears, and Hollywood Stars.

...Last Saturday, Sunday and Monday we had a country fair. It sure was a lot of fun. Camp 1, 2, and 3's orchestras took turns playing at the dances. . . They play Blues on Parade, Johnson Rag, At Last, I Remember You, In My Solitude, My Devotion, Moonlight Serenade, and others.

...Trucks were going back and forth all of the time from Camp 2 & 3 so they could be at the fair and dances too. Camp 2 people are from Salinas and Camp 3 people from Salinas and San Diego. In Camp 3 boys wearing long, bright, flannel plaid shirts out are a fad. In camp 2, red hats, and in camp 1, long shirts out. It looks like they're wearing night shirts. . . It's really something to rave about Jackson!

...Well that's all the news for now. So long—hoss!

See-dai


[Sadae Nishioka]

LetterX excerpt, Gift of Mollie Wilson Murphy, Japanese American National Museum (2000.378.17)




Primary Document Analysis Chart:

Dear Mollie

	What does this letter tell you about historical events in America at this time?	Choose a quote showing the writer's relationship to Boyle Heights.	Describe one concern the writer has about being separated from her old neighborhood.	Describe one way her life has changed since she left Boyle Heights.
<p><i>Letter 1: From June Yoshigai</i></p> <p>Date of Letter:</p> <p>Place letter was written:</p>				
<p><i>Letter 2: From Violet Saito</i></p> <p>Date of Letter:</p> <p>Place letter was written:</p>				
<p><i>Letter 2: From Sadae Nishioka</i></p> <p>Date of Letter:</p> <p>Place letter was written:</p>				



Primary Document Analysis Chart:
Sign of the Times

	1942- 1943	TODAY
List three examples of slang phrases		
List three examples of fashionable clothing		
List three popular songs		



Introduction

Boyle Heights: The Power of Place Journal Exploring The Exhibition

This activity will take place during the visit to the Japanese American National Museum. Upon entry to the galleries, students will receive a partially completed "journal" which they will fill in with details about life in Boyle Heights gleaned from the photographs, artifacts and text panels. Although the exhibition encompasses the vibrancy of Boyle Heights from the early 1900s to the present, classes planning to do all three activities in this section will complete their journals by focusing on life in the 1930s and 1940s.

Suggested Grade Levels

Four – Twelve

Objectives

- Understand the different components of community life in a diverse Los Angeles neighborhood.
- Recognize how different historical time periods are reflected in photographs and artifacts.

Process (15 Minutes)

1. Review the "*Boyle Heights: The Power of Place Journal*" found on page _____. Teachers familiar with the assignment may better assist students during the museum visit. Each student will receive a copy of the "*Boyle Heights: The Power of Place Journal*" at the museum.
2. Explain to students that when they go to the National Museum, they should imagine themselves as young people living in Boyle Heights in the 1930s and 1940s. They will be looking for examples of things they would do and places



they would go. Although there are certain sections that explicitly address life during World War II, the information they need to successfully complete their journal is found throughout the exhibition.

3. As a class, discuss ways to determine whether photographs and artifacts are from the 1930s or 1940s.
 - Photographs will most likely be in black and white, not color.
 - Clothing and hairstyles will look different than today. If possible, share examples of these styles and discuss how fashions change over time.
 - The date will be stated on the exhibition labels that accompany each photograph and artifact.
4. Explain to the students that when they return to school, they will use the information they collect in their journals to write a fictitious letter about life in Boyle Heights to one of the Japanese American girls incarcerated during World War II.



Boyle Heights: The Power of Place Journal

Date _____

Dear Journal,

Today I woke up and got ready for _____ .
I heard the sound of _____ out my window. I got dressed and
walked to the corner of _____ and _____ .
I wanted to buy _____ so I was glad when _____ store
was open. That's a great place! There are lots of _____ to chose
from. My favorites are _____ and _____ .

On _____ Street, I met my friend, _____. We talked about
things going on in our community, such as _____ and _____
_____. We also talked about how we wish we could change
_____.

Later today we're going to go to _____. Maybe we'll get
something to eat at _____ and get some _____.
I have to say, my favorite things about this neighborhood are _____
and _____.

At _____ High School they're getting ready for
_____. We're also excited about the _____
football game. I'm going to wear my _____.

Okay I'm off to _____. I'll write again tomorrow!

Signed,



Introduction

Imaginary Letters from Boyle Heights

This activity gives students a chance to reflect on and respond to their visit to the museum. Before their visit, students read letters from Japanese American teenagers incarcerated in American concentration camps during World War II. During their museum visit, students imagined themselves as young adults in Boyle Heights in the 1940s, filling a journal with details about what life was like as gleaned from the exhibition.

To put themselves “in the shoes” of these teenagers who had to adjust to difficult historical imperatives, students will respond to the letter written by Mollie’s friend, Sadae (Sah-da-eh.) They will write a reply letter, telling her about the Boyle Heights she missed so much during this time.

Suggested Grade Levels

Four – Twelve

Objectives

- Articulate some of the issues and experiences impacting Angelenos during World War II.
- Understand how historical events impact the fabric of neighborhood life.
- Use creative writing techniques to create empathy and give voice to people affected by historical events.



Process
(Field trip debrief,
one 45-minute session,
one optional assignment)

Field Trip Debrief

In the classroom, discuss the museum experience with the students.

- After seeing the exhibition, how would you compare your life with that of a teenager living in Boyle Heights in the 1940s?
- What questions or thoughts about “community” came up as you were experiencing the exhibition?
- Why do you think the exhibition is called Boyle Heights: The Power of Place? What is the power of Boyle Heights?

Session One: Dear Sadae

1. Explain to students that they will write a fictitious reply letter to Sadae, one of the Japanese American students incarcerated in Poston, Arizona. They can sign the letter in their own names, but they must imagine themselves as students living in Boyle Heights in 1942. For details, they should draw on the information they collected in the “Document Analysis Chart” and “*Boyle Heights: The Power of Place* Journal.”
2. On the board, list the topics to which their “Dear Sadae” letter must allude. The letter should be a minimum of one, well-written page. It should be formal letter style with the writer’s fictitious Boyle Heights address, and the fictitious date. Some suggested topics are as follows:
 - Specific places and activities that were important to young people in the 1930s and 1940s.
 - Specific stores young people frequented.





- Relationships between diverse groups in the neighborhood.
- Details of life at Roosevelt High School.
- Music and cultural events.
- Slang and fashions of the times.
- Impact of the war on the experience of teenagers remaining in Boyle Heights.
- Teenagers' concerns for their friends who were incarcerated.

3. **Provide a business-size envelope for each student to address and decorate.** Ask students to address the envelope using the address Sadae provided in her letter. Using a pen or markers, decorate the envelope with small illustrations, showing memorabilia, signs and other small, but meaningful images of life in Boyle Heights. A facsimile of a decorated envelope sent to Mollie is found in the Appendix.
4. **In small groups, ask students to share their letters with each other.** Time allowing, ask one student from each group to read his or her letter aloud to the class.

Optional Assignment: Dear Journal

Using experiences from their own neighborhoods, ask students to complete a second "*Boyle Heights: The Power of Place Journal*." This will give students an opportunity to compare and contrast their own neighborhood experiences with those of young people living in Boyle Heights during different times. This journal is found on page ____.

**Activities to Investigate Community History
Tab Page**



A Sense of Community

From this corner, you can go anywhere on the bus. When I get to this corner to transfer, I hear the music and see the faces of the people on the street. I then know that I am home.

(ELVIRA MONTAÑEZ, 2000)*

*Quoted in the *Los Angeles Times*, July 31, 2000

Introduction

According to U.S. Neighbor (<http://www.usneighbor.org>), a community results “whenever and wherever people connect, relate, work, or meet, and they share experiences, interests, or resources.” To what types of communities do you belong? To how many communities do you belong? You may be surprised at the number and diversity of your own community affiliations. This activity will broaden the students’ definition of community and help them discover that together, they represent a wide diversity of communities.



Suggested Grade Levels

Four – Twelve

Objectives

- Define the concept of community.
- Recognize and articulate the different communities with which students are associated.



Process (Two 45-minute sessions)



Session One: Sense of Community

1. Discuss the different ways we create a sense of community in our lives.

- To which communities do we belong? Are these communities based on geography? Common interests? Beliefs? Identities?
- Why do you think we have a need for community?
- How can we create a sense of community?
- How do communities change and evolve over time?

Please see the Appendix for additional information on the concept of community.

2. On the board, make a “Sunshine Web” that incorporates all of your students’ community affiliations.



3. Complete the “Five Senses of Community” worksheet on page _____. Students write about one community chosen from the “Sunshine Web.” All five senses will be employed to jog memories and recall details of the community. (For a sample of a completed worksheet, please see the Appendix.)



Session Two: Objects from Our Communities

1. Supplies needed for each student:

- One piece of 8.5"x11" cardstock
- One piece of 8.5"x11" blank paper
- Scissors
- Glue stick
- Colored pencils, pens, crayons

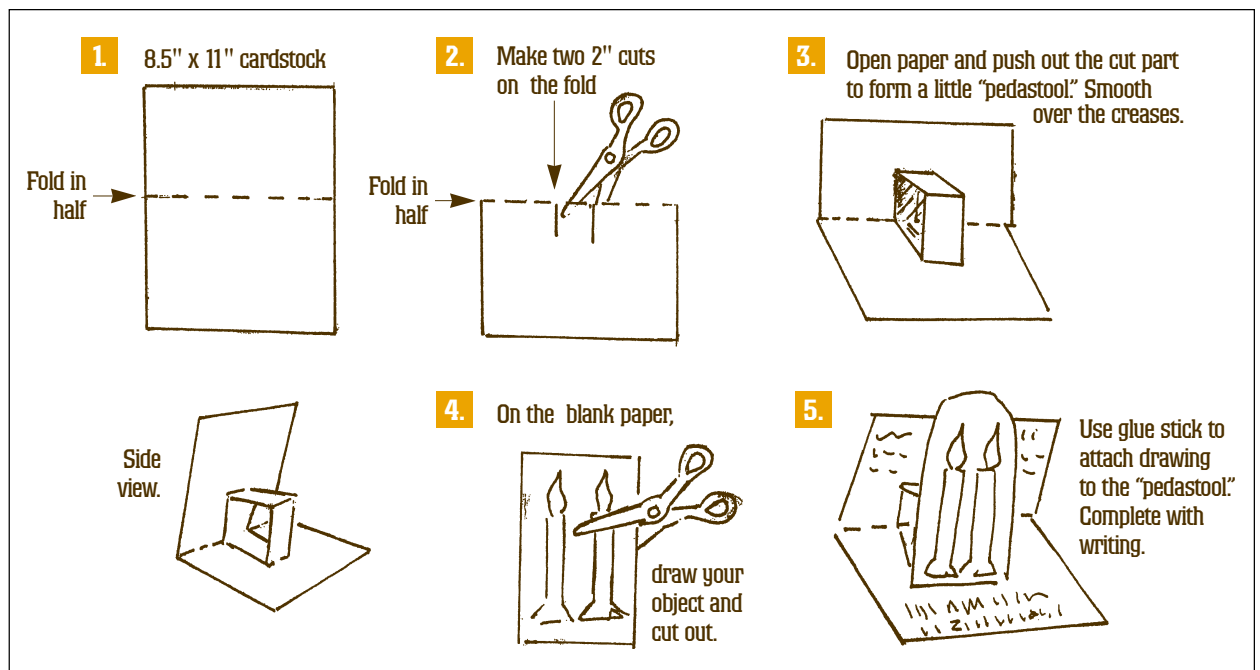
2. Ask students to select a meaningful object associated with one of their communities.

Review the completed "Five Senses of Community" worksheet for ideas.

3. Students create a detailed drawing of the selected object on the blank paper. The object should cover a space that is at least four by eight inches.

4. Students carefully cut out the drawing of the object.

5. Students use the cardstock to create a "Pop-Up Display" for the object. See illustration below.





6. At the top of the display, students write a museum-style label to describe the object.
- What is this object?
 - Where is this object found?
 - When was this object created/made?
 - Share a piece of interesting information about this object.

Sample:

This object is a slice of pizza. It is found at Santinos Restaurant. This pizza place makes the best pizza in the world. This is where I go after school with my friends. Even though there are two other pizza places on this street, they can't compare!

7. On the display, students should also include a relevant quote from the "Five Senses of Community" worksheet.
8. As a class, exhibit the displays and discuss what your class has discovered about the concept of community.



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

I SEE

I TOUCH

I SMELL

I TASTE



We Belong Here

We never thought of staying in our backyard or on our porch. We were always on the street on Brooklyn Avenue.

(FREDA MADDOW, 2000)

Introduction

Recalling places in Boyle Heights that residents returned to regularly – Hollenbeck Park or the buzzing corner of Brooklyn and Soto in the 1940s – we can map out the landmarks that created a sense of place for neighborhood residents. Most of us have places we visit time and time again, where we gather with family and friends or go by ourselves – a friend’s backyard, a street corner where we hang out, a store with favorite snacks, a park we explore on the weekends, a mural that we pass each day on our way to school. These neighborhood landmarks are what connect us to a place; they are part of what helps us feel that we belong here.

Suggested Grade Levels

Four – Eight

Objectives

- Use a graphic organizer as a brainstorming and writing tool.
- Understand the diversity of experiences that create a “sense of place” in our communities.



Process (One 45-minute session)

1. On the board, create a “semantic map” as an organizational tool to categorize neighborhood landmarks. Some categories to consider are monuments and murals, houses of worship, the beach, unusual trees, libraries, specific stores, a street corner, a friend’s backyard.

Places We Go with Our Families

- Breed Street Shul
- Workmen’s Circle

Places to Buy Things

- Canter Brothers’ Deli
- Phillips Music Co.

Landmarks in Jewish Boyle Heights

Places We Meet Friends

- School
- Bike ramp near the freeway

Places to Have Fun

- Hollenbeck Park
- Paramount Ball Room
- Sara’s Backyard
- East Side Jewish Community Center



2. Ask each student to create his or her own semantic map. This will give students an opportunity to explore and organize their individual experiences.
3. From each semantic map, ask each student to pick one neighborhood landmark. This landmark will be the focus of the activity.
4. Create a large outline map of Los Angeles on a classroom bulletin board.



5. Ask students to create a detailed drawing of their personal landmark on a 3"x 5" blank index card. Draw it as if to capture that landmark at a particular moment, as in a snapshot. On the bottom of the index card, write the name and location of the place and one line about why it is significant.
6. Fill the outline map of Los Angeles with these "snapshots." At the conclusion of the project, you will have a lively map of the class' personal landmarks and places where students' experiences intersect.





Encounters in the Classroom:

Investigating Community History

*Every generation has a different story, and
I think that's the treasure there.*

(HORTENSIA "CHICKIE" CORRAL, 2001)

Introduction

Students often don't have the chance to interact with and learn from people of a different generation than themselves. In this activity, teachers initiate a dialogue with people of an older generation by inviting them into the classroom to share their experiences, traditions and ideas with the students.

By teaching students how to conduct oral history interviews, students become active learners. They can ask questions and understand the circumstances behind the choices people make. These kinds of dynamic encounters cut through the stereotyping that often permeates our understanding of those who are different from us, causing conflict and artificial boundaries in our neighborhoods.



Suggested Grade Levels

Four – Twelve

Objectives

- Develop and strengthen oral and written communication skills in a research context.
- Broaden understanding of community history and change over time.
- Effectively utilize community resources.



Process

(Teacher preparation
and three to four
45-minute sessions)



Teacher Preparation Research

1. Before introducing the activity to students, the teacher must search for a “narrator,” the person who will share with the class stories about the history of the neighborhood. Consider your extended community for someone that could speak on the history of the neighborhood. Ask your students and fellow teachers if they have parents or grandparents who are good story-tellers and could speak on this topic. There are also many cultural and historic organizations in Los Angeles that have speakers’ bureaus or members that might be happy to work with you on this. Please consult the Appendix for a list of resources.
2. Conduct a preliminary telephone interview to assess the articulateness of your narrator. It is crucial for the success of this experience that teachers evaluate whether the speaker would be appropriate for their students. With students, a speaker should be concise, but have a lively demeanor and be able to relate to young people. Most importantly, they need to be enthusiastic about their topic. Narrators need to know that they are not lecturing, but are being interviewed, and therefore must be responsive to the students’ questions. Ask preliminary questions on the phone; you may need to talk to a few people before finding the right person to invite into your classroom. If appropriate, ask the narrator to submit a brief biography/background information to help the students understand the breadth of their experiences.
3. Prepare your narrator by explaining visit logistics. This should include setting up a date and time, parking arrangements, signing in, the



location of your class and length of the interview. The interview can last between 20-40 minutes, depending on the age of the students.

4. Confirm the narrator's address, telephone number, and, if available, e-mail address.

Session One: Community History Resources

1. As a class, brainstorm ideas for possible primary and secondary sources that will help us learn more about the history of the neighborhood.
2. Explain to students that, with the help of a primary resource, they will investigate how their neighborhood has changed. Reveal to students who the narrator will be and when the narrator will visit the class.
3. In small groups, ask students to develop potential interview questions. Suggest reading material or websites to provide historical background. (See the Appendix for suggested materials.) This will help students write relevant, thoughtful questions and will provide a frame of reference for the narrator's story. The following list of themes may be helpful in framing potential questions.
 - Demographic changes in the neighborhood
 - Relations between neighbors
 - Description of how the neighborhood changed physically
 - Types of businesses then and now
 - Children's experiences then and now
 - School life then and now





- Impact of historical events on the community (e.g. Great Depression, World War II, Civil Rights Movement, Watts Riots, Los Angeles Riots, 9/11/01)
- Impact of urban development on the neighborhood (e.g. building of freeways)

4. Review the students' questions.

Session Two: Preparing for the Interview

If students are not familiar with the interviewing process, carefully review the techniques. Extensive information about interviewing techniques is found in the Appendix.

Session Three: A Story from a Different Generation

1. Confirm the visit logistics with the narrator.
This should include the date and time of the interview, parking arrangements, signing in, location of your class, and length of interview.
2. Discuss with students the importance of displaying politeness towards your guest. Student behavior should be comparable to what is expected for Career Day and other similar activities.
3. Set up the classroom so that it is conducive to an interactive interview. If you are planning to record the interview, test all equipment beforehand.
4. During the interview, students should be encouraged to take notes.
5. After the interview, follow-up with thank you cards and, if possible, a transcription of the interview.



Session Four: Community Then and Now

Following the interview, conduct one of the following projects with the class:

- **Use student notes to create a visual time line.**
Draw upon the students' strengths to create a long path of paper along a wall, write out the notes in chronological order, illustrate key events, collect images of topics discussed, etc. Invite the narrator and/or another class to view the timeline and display it at the next Open House.
- **Write a class book based on the oral history collected.** Students are assigned as writers, copy editors, illustrators and designers. Photocopy and bind a book for each student as well as for the narrator. When the book is complete, invite the narrator back for a book reading and publishing party. Be sure to donate a copy to the school library.





Encounters in the Community:

Investigating Cultural Communities

I always felt really grateful that I grew up in an environment like this, because I think as I got older, I've felt more comfortable with people that were different from me.

(ALBERT JOHNSON, JR., 2000)

Introduction



Once called the “Land of a Thousand Dances,” Boyle Heights has long created an ever-evolving mixture of rhythms and sounds in both the music that rings from the streets to the quality of exchange between neighbors. In all Los Angeles neighborhoods you can find clues of how culture and ethnicity inform daily life from the languages spoken on the street, to distinctive home renovations, to grocery stores that cater to diverse cuisines. Some neighborhoods are more ethnically diverse than others, but in every neighborhood there are many cultural expressions that become apparent when you “scratch the surface” and seek them out.

In this activity, students document expressions of culture in their community and find evidence of how cultural traditions have been preserved and adapted in Los Angeles. They may look objectively at their own cultural group, or explore another. They conduct fieldwork in their own neighborhoods, interview people and explore places significant to a particular cultural group.



Suggested Grade Levels

Six – Twelve

Objectives

- Develop and strengthen oral and written communication skills in a research context.
- Recognize expressions of culture in communities.
- Understand the significance of cultural traditions in our lives.

Process

(Three to four 45-minute class sessions and one independent research session)

Session One: Our Cultural Traditions

1. Ask students to consider their own cultural heritage.
 - Discuss the concept of cultural *tradition*: the handing down of information, beliefs and customs, by word of mouth or example, from one generation to another.
 - Ask students to provide examples of cultural traditions in their own families. Have these traditions changed over the generations? Why do their families continue these traditions?
 - How have different cultures fused together? Can you think of examples of cultural fusion? (e.g. kosher burritos)
2. Discuss the differences between learning about cultural traditions in books, versus talking with someone who experiences these traditions. Ask students to share an experience when they discovered something new about a culture different than their own.
3. Explain that students will have the opportunity to conduct original research in their neighborhoods, documenting how members of different cultural communities preserve and adapt





their cultural traditions in Los Angeles today. Students will work individually or in pairs to identify a cultural group they would like to learn about.

4. **Students conduct background research on their selected cultural community.** Following are suggested research questions.
 - From which country do members of this community originate?
 - Locate the country on a map.
 - What language(s) do they speak in this country of origin?
 - What religion(s) do people from this country practice? What are the basic premises of this religion?
 - How is this country affected by current events? (e.g. immigration, 9/11/01, crisis in the Middle East)
5. **In preparation for the Independent Research Session, ask students to bring home a Parent Letter (provided in the Appendix) explaining the museum visit and additional community-based projects in which the students will be engaged and may need support.**





Session Two: Initial Research

1. In small groups, ask students to develop potential interview questions for members of their selected cultural community. Suggest reading material or websites to provide historical background. (See the Appendix for suggested materials.) This will help students write relevant, thoughtful questions and will provide a frame of reference for the narrators' stories. The following list of themes may be helpful in framing potential questions.

- Rites of Passage – traditions relating to Birth, Childhood, Adolescence, Adulthood
- Holiday celebrations – which holidays are celebrated by their cultural group and which American holidays are most important
- Food traditions – what are the most common foods and how have traditional meals changed while living in L.A.
- Customs observed in their homes – what is the significance of religious objects or decorations
- Traditional styles of dress and adornment – how these styles have been preserved or adapted in Los Angeles and by different generations
- Change and adaptation of specific cultural traditions since settling in America

2. Review the students' questions.

Session Three: Preparing for the Interview

If students are not familiar with the interviewing process, carefully review the techniques. Extensive information about interviewing techniques is found in the Appendix.



Independent Research Session: Encounters in the Community

When initial research is complete, assign students two to three weeks to investigate the selected cultural community and collect information.

- Investigations must be documented via photographs, videotape or tape recorders.
- When encountering people, students should introduce themselves and explain the purpose of their research.
- Visit a minimum of two places that are important to the cultural group. These may include shops, houses of worship or community organizations. During the initial visit, ask the people they encounter if they would like to be interviewed about their cultural traditions. It may be necessary to schedule the interview for a future date when the person can set aside time to talk. Take phone numbers and reconfirm the appointment.
- Collect information about the community/neighborhood. Students should ask narrators to tell them about organizations, dance, music and art groups, museums, religious centers, restaurants and other businesses. Get phone numbers. Call these places and ask them to send free brochures, menus, programs and other information. Highlight future community special events and other activities at which students can participate.



Session Four: Our Cultural Communities

1. After students conduct research on different cultural communities, discuss the results.
 - How many different cultures are represented in the classroom?
 - How many languages are spoken in the classroom?
 - At what places or events do different groups in the neighborhood?
 - What do the various cultural groups have in common?
 - Name one thing you learned about this cultural community.
2. Use the research collected to conduct one of the following projects:
 - **Create an illustrated travel guide to the community.** Model it after travel guides found in the public library, such as *Lonely Planet*, which highlight interesting people, cultural traditions, places off-the-beaten-track and folklore in a lively and informative way. The guidebooks created should include detailed information about the cultural community, illustrations from brochures collected from places in the community and original photos and artwork.
 - **Create a travel poster for the community.** Use a large poster board. Include original illustrations, photos and images from brochures to create an imaginative visual journey through the neighborhood. Include detailed text from the interviews and observations about specific cultures in the neighborhood.





Along The Boulevard: City Scavenger Hunt

*“EAST SIDE GREETING, WE WELCOME ALL”**

*This quote refers to a banner displayed in 1889 on the first day of service of the Los Angeles Cable Railway into East L.A.

Introduction



In Boyle Heights, Avenida Cesar Chavez has long been the “spine” running through and supporting the many neighborhood businesses, organizations and places of worship. Extending for two miles through the neighborhood, it is a street that has undergone many transformations. Originally called Brooklyn Avenue, this street was the center of Jewish life in the 1930s when the intersection of Brooklyn and Soto was the heart of the neighborhood.

Avenida Cesar Chavez is but one of many boulevards and avenues which stretch for miles through Los Angeles neighborhoods. Sepulveda, Venice, Wilshire, Olympic, Hollywood and many other streets have created their share of myth and history over time as they wind through our diverse neighborhoods.

In this project, students pick a prominent street that runs through their neighborhood to research and document the changes the street has sustained over time.

Suggested Grade Levels

Four – Twelve



Objectives

- Employ a variety of research skills including “field work” interviews, Internet, and library research.
- Analyze and write about the changes that have taken place in the neighborhood over time.

Process

(Two 45-minute sessions
and independent research)

Session One: Select a Street

1. Locate a city map and have students mark their neighborhood and identify the main thoroughfares.
2. Choose one of these streets on which to focus the “scavenger hunt.” Distribute copies of the “Along the Boulevard Checklist” found on pages ____ – _____. If desired, students can work in pairs to complete this project. They can use the resources in the Appendix, Internet, library and interviews with people who live on the street.
3. Students complete Part One of the “Along the Boulevard Checklist.”
4. Set a deadline for completion of Part Two of the “Along the Boulevard Checklist.”
5. In preparation for the Independent Research Section, ask students to bring home a Parent Letter (provided in the Appendix) explaining the museum visit and additional community-based projects in which the students will be engaged and may need support.





Independent Research Session: Along the Boulevard

Students complete Part Two of the "Along the Boulevard Checklist." Students should bring a clipboard, a pencil and a folder to collect information. Depending on the age of the students, adult supervision may be necessary.

Session Two: Snapshots from the Boulevard

Create a scrapbook presenting life along the boulevard. Compile all the information collected in a comprehensive and creative way. Integrate images, captions, memorabilia collected from significant places and quotes of people met along the boulevard.





Along the Boulevard Checklist

Name of Researcher _____

Date Materials Are Due _____

Name of your street _____

To complete this checklist, you must collect all of the information listed below. All research notes and items collected will be organized into a scrapbook at the end of the project. Good Luck!

Part One: Preliminary Research

1. How did this street get its name? (Hint: Contact the City of Los Angeles' Department of Public Works.)
2. On the street map of Los Angeles, draw a line that traces where the street begins and ends.
3. Pick three decades in L.A. history to compare and contrast. One of the decades should be the present one. For example what was Ventura Blvd. like in 1910, 1950 and 2000?
 - a.
 - b.
 - c.
4. Identify and describe two landmarks on the boulevard.
 - a.
 - b.



5. Identify and describe one place that is no longer there.
6. Research a neighborhood along the boulevard and describe how it has changed over time.
7. Make copies of three pictures of life on the boulevard from books or the Internet. Include the date the photographs were taken.

Part Two: Boulevard Scavenger Hunt

- ☐ Collect a menu from a restaurant on the street that shows an example of cultural fusion. For example, "lox pizza" is an example of cultural fusion because lox is a popular Jewish food and pizza is Italian food.
- ☐ Collect a bus map showing what public transportation travels down this street.
- ☐ Take a photograph or sketch a piece of public artwork – a mural, mosaic, or outdoor sculpture. Make a note of the artist's name and the date it was completed.

Artist Name _____

Date artwork was completed _____

- ☐ Find out how to say the word "community" in a minimum of two languages and note them here:
_____ and _____
- ☐ Ask two people working/living on this street to describe their favorite places on the boulevard.
 - a.
 - b.



School History Sleuths

Introduction

Los Angeles schools are often a significant intersection of culture for students, parents and staff. They are places where students from diverse cultures merge, where new immigrants “learn the ropes” from veteran Angelenos, where students from different Los Angeles neighborhoods form one school community.

Our schools have long histories, lots of memorabilia and a handful of staff that have been there for decades. In this activity, students are charged with the task of becoming school history sleuths, unearthing artifacts and narratives of the past. Yearbooks, old school newspapers, interviews with staff and alumni will give your students a long view on how their school has evolved over time.



Suggested Grade Levels

Six – Twelve

Objectives

- Recognize their school as a vital intersection of culture in the community.
- Understand how to identify and use primary source documents to interpret the past.
- Synthesize information into either an exhibit or a newspaper article.



Process

(Teacher preparation
and three to four 45-minute
sessions)



Teacher Preparation

1. Check school resources to assess available school history sources. Talk to the librarian and principal about old yearbooks, school newspapers, the school website and other materials that may shed light on school activities and alumni of the past.
2. Among school staff and alumni, search for possible school history narrators. Find out which employees have been at school longest and whether any members of the staff are school alumni. Don't overlook support staff: maintenance, janitors and cafeteria workers may have been at the school for decades. Assemble a list of potential interview candidates.
3. Please refer to Teacher Preparation outlined in Activity 3 (page ____) to arrange the interview.

Session One: Preliminary Investigation

1. Ask students to brainstorm for things that would help them better understand their school's history and how it has changed over time. For example, they might be interested in the following:
 - School clubs and special events
 - School leadership
 - Impact of historical events on the life of the school
 - Dress codes or fashions of the times
 - How the school has changed and/or remained the same
 - Student/alumni achievements and contributions
 - Length of time the school has been on the site



2. Brainstorm for ideas about how students might research the history of their school. Together, make a list of resource materials that the students can draw upon.
3. Explain to students that, with the help of a primary resource, they will investigate how their neighborhood has changed. Reveal to students who the narrator will be and when the narrator will visit the class.
4. Assign committees of students to research different aspects of the school's history and create a list of potential questions.
5. Review the students' questions.

Session Two: Preparing for the Interview

If students are not familiar with the interviewing process, carefully review the techniques. Extensive information about interviewing techniques is found in the Appendix.

Session Three: Interview with a School Historian

The narrator visits the class for the interview and to share school history stories. Please refer to Activity 3, Session 3 (page ____) for detailed logistical information.





Session Four: Community Then and Now

Following the interview, conduct one of the following projects with the class:

- **School History Display Case.** Ask the principal if your students can curate a prominent lobby display case with items culled from their research: photocopied and enlarged sections of yearbooks and school newspapers, old photos, interview quotes. Ask student committees to synthesize and assemble a section of the materials for display. If a display case isn't available, use a centrally located bulletin board so the whole school may view the materials.
- **Special Edition of the School Paper.** Feature materials that give an overview of the school's history as an intersection of culture and ideas. Ask students to write articles, create illustrations, conduct photo research, and more.





In the News:

Conflict And Collaboration

I used to say that all those that congregated at Brooklyn and Soto were trying to solve the world's problems during the War.

(TILLIE LISSIN, 2000)

Introduction

The history of community life in Boyle Heights is an interplay of intermittent clashes and cooperative alliances between diverse groups in the neighborhood. The Zoot Suit Riots, the World War II forced evacuation of Japanese American residents and the name change of Brooklyn Avenue to Avenida Cesar Chavez have all caused tensions in the community. Conversely, there have been many examples of neighbors working together towards common goals. In 1996, a group of Latino students at Roosevelt High School initiated a project to rebuild their school's Japanese Garden that had fallen into disrepair after World War II. To rebuild the garden, alumni of Roosevelt High School raised money and consulted on the garden design. This complex weave of relationships is inevitable in all diverse urban neighborhoods where many cultures intersect.

In this activity, students will use a variety of local newspapers to document examples of conflict and collaboration in Los Angeles communities. By reading and discussing articles in newspapers serving different Los Angeles communities, students will understand a diversity of concerns and perspectives.





Suggested Grade Levels

Objectives

Six – Twelve

- Comprehend the complex nature of community relations in contemporary Los Angeles by analyzing a variety of newspaper articles.
- Understand the role of newspapers in expressing the viewpoints of specific groups living in Los Angeles.
- Articulate personal issues and concerns in a newspaper-style article.

Process

(Two 45-minute sessions)



Session One: Newspaper Survey

1. Collect a variety of Los Angeles newspapers expressing the viewpoints of diverse communities. Some examples of the newspapers include the *Eastside Sun* (Latino), *Rafu Shimpo* (Japanese American) and *Jewish Journal*. Many newspapers have websites. Please see the Appendix for suggestions on how to locate these papers.
2. Divide the class into small groups and ask them to leaf through the newspapers to find articles with examples of conflict and collaboration between diverse groups in our city. Make sure the articles and perspectives are diverse so that the class becomes familiar with a variety of issues.
3. Discuss the following questions and list the responses on the board:
 - What is the range of community issues resulting in conflict in Los Angeles today?
 - What community experiences are resulting in cooperation and alliances between diverse community members?



- Which organizations and individuals are addressing these issues?
- How effective are they in resolving or promoting these issues?

Session Two: Newspaper Writers

1. Ask students to consider examples of conflict and collaboration within their own communities. Consider concerns such as fair housing, voter rights, animal rights, intergroup relations and environmental concerns.
2. Ask students to write a newspaper-style column highlighting one issue. In their articles, students must suggest solutions to the conflict or cite examples of cooperation.
3. Compile all articles into a class newspaper.



**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.





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

