

PROCESS PAPER

TOPIC

I chose the Japanese Internment of World War II as my topic after reading a moving story of a Japanese internee, as well as a series of letters written by Japanese Americans giving many different perspectives of their experience. It immediately stood out as a great topic, especially because of how perfectly it fits with this year's theme, Rights and Responsibilities in History. I began research, and eventually was able to realize the significance of the event in history. I also chose this topic because it showed how by admitting we made a mistake and by fixing it, it can easily prevent anything similar to this from happening again. In the end, I really enjoyed writing about this topic.

RESEARCH

I conducted my research by collecting information on my topic from many different sources. First, I found some good websites explaining the event and what caused it to happen. I read other sites to get some background on the topic. Then, I created an outline. I got additional multimedia about the Japanese, Pearl Harbor Bombing, and tensions at that time from newspaper articles, videos and more. I also got a better understanding from viewing online images. In addition, I added a current-day situation where something similar happened, though we did not act in the same way, to strengthen that we have learned from our past and how it helped us to grow as a nation.

CATEGORY

I chose the website category because there was lots of multimedia to enhance the presentation of my topic in addition to the text. While researching my topic I saw lots of pictures, videos, charts and articles, so I felt the website would be the best way to tell the story. I have only made a few websites and thought this would be a great opportunity to learn more. I experimented with the designs and features in Weebly to show slideshows, videos and pictures. I also used the free web tool RealPlayer to trim videos. As it turned out, the website was the best category to use and it worked out best for me.

THEME

My topic really fit this year's theme of Rights and Responsibilities in History in a number of ways. It fits responsibility because it is the United States government's responsibility to respect and protect the rights of all loyal U.S. citizens, even in crisis situations. The rights of the Japanese-Americans, however, were violated completely during this incident. Plus, when a group of citizen's rights are taken, it then jeopardizes the rights of everybody in that nation. This reveals why the government should not be allowed to take anyone's rights at any time. Overall, this topic was excellent because it helped me to better understand the knowledge and vision our Founding Father had when creating the Constitution which continues to stand the test of time.

Process Paper Word Count - 476

ANNOTATED BIBLIOGRAPHY

PRIMARY SOURCES

Audio/Videos

Chadbourne, Bill N. Personal interview. 6 Apr. 2014.

I interviewed Bill Chadbourne, USAF and civilian government service, retired, regarding his first-hand experience with the Japanese internment when he was a young boy. This interview was essential because it helped me to get a better understanding of how dark of a time in history it was for our nation, and also the effect of the Internment on the Japanese-Americans. So, I thought it was important to include it in the "Rights" section of my website.

DenshoProject. *Densho Oral History - Mutsu Homma*. Youtube., 3 Dec. 2009. Web. 5 Jan. 2014. <<https://www.youtube.com/watch?v=eVV2xbkfNV0&list=PL61D7346514907B72&index=70>>.

This is an interview with an internee, including how a soldier asked her if she was human or not. This is one of many stories of how the rights of the Japanese were violated in camps. However, this interview is very important because it helps to understand how the public opinion was so racially prejudice against the Japanese-Americans and how propaganda released by the military depicted them in such horrible ways that some of the soldiers who were not very familiar with the Japanese began to question whether or not they were American citizens, nonetheless human beings. Thus, this was essential in my website.

Legal

Korematsu v. United States. Supreme Court of the US. *Legal Information Institute*. Web. 6 Apr. 2014. <http://www.law.cornell.edu/supremecourt/text/323/214#writing-USSC_CR_0323_0214_ZD1>.

This is the full Korematsu vs. United States case which challenged the constitutionality of the interment. I strongly believe that despite the fact that the Ex Parte Endo case ended the interment, the Korematsu case was the most important because it proves that it can possibly happen again. Overall, this source helped me in determining the importance of the interment as a whole.

Newspaper Articles

Anderson, W. H. "The Question of Japanese-Americans." *Los Angeles Times* 2 Feb. 1942. Print. This was an article released that recommended the internment of the Japanese-Americans.

This newspaper showed how leading up the Internment, propaganda caused the majority of the public opinion at that time to be against the Japanese-American citizens. Thus, this sparked the question of Japanese loyalty to America, eventually causing the Internment.

I included this in my website and also used it as a good primary source in understanding the concerns of the public after the bombing of Pearl Harbor.

McLemore, Henry. "This Is War! Stop Worrying About Hurting Jap Feelings." *Unknown: Densho*. Web. 5 Jan. 2014. <http://www.densho.org/assets/sharedpages/primary_source/primarysource.asp?id=126&display_format=3§ion=causes&text=1&mediaType=video>.

This editorial is just one of the many articles released that opposed Japanese living on the West Coast. It helped me understand some of the hatred towards the Japanese citizens on the West Coast, and how the public wanted them relocated into the internment camps. I included this harsh newspaper editorial in my site to demonstrate how prejudice public opinion was towards the Japanese-Americans during WWII and after the camps ended.

Nonperiodicals

"That Damned Fence." *Anonymous Poem Circulated at the Poston Camp. War Relocation Authority Camps*. Web. 5 Jan. 2014. <<http://parentseyes.arizona.edu/wracamps/thatsdamnedfence.html>>.

This poem revealed how many internees felt while confined in the camps. It helped me to better understand the attitude many internees had towards what was happening to them, so I included it under the "Rights" section of my website.

Official Documents

***An Act of March 21, 1942, Public Law 77-503, 56 STAT 173, to Provide a Penalty for Violation of Restrictions or Orders with Respect to Persons Entering, Remaining in, Leaving, or Committing Any Act in Military Areas or Zones, 03/21/1942. National Archives. U.S. National Archives*. Web. 30 Jan. 2014. <<http://research.archives.gov/description/5730387>>.**

This is a photograph of the public law which restricts entering or leaving designated military zones. I included this in the "Legislative Failure" section of my website to show how Congress passed an act following the Executive Order which supported it without any deliberation or examination given. It helped to understand how all three systems of government, even the Legislative Branch, failed to protect the constitutional rights of the Japanese-American citizens during the Internment.

Apology to the Survivors of the Internment Camps. *History Detectives*. Public Broadcasting Service. Web. 28 Dec. 2013. <http://www.pbs.org/opb/historydetectives_old/investigations/202_tulelakefeature.html>.

This was the apology given by George Bush to the survivors of the internment camps. I used it because it showed how significantly the American government's feeling had changed and how our country was able to learn and try to correct its past mistakes. Thus, I felt it was one of the major outcomes of the internment and included it in my website.

"en-denshopd-i67-00019-1." *Densho*. Densho. Web. 5 Jan. 2014. <<http://encyclopedia.densho.org/sources/en-denshopd-i67-00019-1/>>.

This image shows how Japanese were reported to have been participating in sabotage and espionage, though there was no evidence that was true. This is a prime example of the military hiding important evidence such as this from the Supreme Court which would have affected the verdict. I included this in my website because it helped me understand how the government and military were falsely accusing the Japanese-Americans of participating in espionage and sabotage.

"Heart Mountain Digital Preservation Project U.S.: Executive Order No. 9066." *Northwest College Wyoming*. Northwest College, Web. 24 Nov. 2013.

<<http://www.northwestcollege.edu/library/special/hmdpp/9066.dot>>.

This page shows the text in Executive Order 9066 that allowed those in authority to remove any specific group from designated areas. No race or group was mentioned, though it was intended to remove Japanese from California and other places on the West Coast. This gave the military power to remove, relocate, and intern them. Thus, this page allowed me to better understand how Executive Order 9066 was able to work around the constitutional freedoms our government should always uphold.

Naval Intelligence Office Report. *Densho*. Densho. Web. 5 Jan. 2014.

<http://www.densho.org/assets/sharedpages/primarysource/primarysource.asp?id=128&display_format=3§ion=causes&text=1&mediaType=video>.

This is a "report from the Naval Intelligence Office about the status of Japanese American loyalty to the United States." I put this important document in my website to show how the military was hiding crucial evidence from the Supreme Court which proved how even the "high threat" Japanese-Americans on the West Coast were and had always been loyal American Citizens.

"Transcript of Chinese Exclusion Act." *Our Documents*. Web. 28 Dec. 2013.

<<http://www.ourdocuments.gov/doc.php?flash=true&doc=47&page=transcript>>.

This is a copy of the text of the Chinese Exclusion Act of 1882 that placed restrictions on Chinese immigration into the U.S. It helped me to better understand the racism towards the Asian culture dating back to the mid-1800s, and I used this page as a reference to answer questions on the Chinese Exclusion Act.

"Transcript: 'To All Persons of Japanese Ancestry.'" *National Park Service*. Web. 6 Apr. 2014.

<<http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89facts2a.htm>>.

This is a transcript of the instructions which were posted in public streets, telling all people of Japanese ancestry to pack up and report to their assigned assembly centers.

This helped me understand how the rights of the Japanese-Americans were deprived and how little notice and time they had before the ordeal which they had to endure was forced upon them.

US Const. amend. I-X. *The National Archives*. Web. 6 Apr. 2014. <http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html>.

This is a transcript of the Bill of Rights, which helped me pinpoint some of the major constitutional rights which were deprived from the Japanese American internees. For example, the internment denied the freedoms of the 1st, 2nd, 4th, 5th, 6th, and 8th

amendments in the Bill of Rights. This allowed me to get a better understanding of how the government worked around the Constitution for its own convenience, weakening the fundamentals of timeless documents, such as this one.

"U.S. Executive Order No. 9102." *Northwest College Wyoming*. Northwest College. Web. 28 Dec. 2013. <<http://www.northwestcollege.edu/library/special/hmdpp/9102.dot>>.

This document was a copy of the text from Executive Order 9102, which went along with Executive Order 9066. It helped me understand the specific details of what happened when a group of people within designated areas were targeted and removed for military purposes.

Photographs/Images

Evacuation Sale. *Blogger*. 16 Dec. 2013. Web. 5 Jan. 2014.

<http://epitaphvonweird.blogspot.com/2011_12_01_archive.html>.

This photograph shows how Japanese Americans were forced to sell or abandon all their property and be relocated into various centers and camps. This helped me understand what some of the internees had to go through leading up to their permanent relocation.

Thus, I included this in my website to help convey the somber emotion, as well as show some basic right violations during that time.

"gh_5." *Kathleen Cross: Author. Speaker. Blogger. Kathleen Cross*. Web. 5 Jan. 2014.

<<http://kathleencross.com/gordon-hirabayashi-1918-2012-angry-asian-man/>>.

This is a photo and a powerful quote of Gordon Hirabayashi, who challenged the constitutionality of the curfews placed on the Japanese Americans. I included this in my website under the "Judicial Failure" section because this case was one of three which demonstrated how the Supreme Court heavily depended on the military rather than the Constitution during the Internment. It shows how the government is able to deny any rights from any citizens during any given time, especially due to the fact that the Court called the curfews and confinement of the Japanese-Americans a "military necessity".

"Japanese-Americans awaiting 'relocation.'" *Boundless*. Web. 5 Jan. 2014.

<<https://www.boundless.com/u-s-history/from-isolation-to-world-war-ii-1930-1943/social-effects-of-the-war/internment-of-japanese-americans/>>.

This is a photo of a family being tagged before their relocation. I included it in my website under the "Rights" section to show how demeaning it was for many of the internees to be tagged like cattle before being shipped off to the more permanent relocation centers. It helped me understand how their specific rights were violated in such inhumane ways.

Japanese-Americans lined up against the barbed wire fence at an internment camp.

***Abraham Lincoln High School Oral History Project*. 19 May 2012. Web. 5 Jan. 2014.**

<http://www.alhsoralhistoryproject.org/word_press/home/immigration-interviews/sato-hashizume/cr0003s/>.

This photo shows how the Japanese were imprisoned behind barbed wire under 24-hour surveillance. This helped me to understand how many of the internees must have felt to

be confined in these concentration camps with such inadequate living conditions. I included this picture in my website to help give the reader a somber mood, as well as cause the audience to feel sympathy for the Japanese-American citizens during that dark time in history.

A Japanese family returns home to find their garage vandalized with graffiti and broken windows in Seattle, on May 10, 1945. *WORDS FROM SKRACH*. Web. 5 Jan. 2014. <<http://vividlyvintage.com/tag/december-7th/>>.

This photo shows how many of the Japanese were unable to return to their homes or shops because they had been vandalized, looted or destroyed. This helped me understand how the basic rights of the Japanese were violated in such horrible ways, as well as the tensions that remained after they returned home. I included this photo in my website to show how many internees felt after the camps ended.

"Japanese Internment Camps." *Pinterest*. Web. 5 Jan. 2014. <<http://www.pinterest.com/jpooh3169/japanese-internment/>>.

This photo shows how the rights of the Japanese were violated because they were imprisoned in an Internment Camp and were unable to leave. I included this picture in my website to demonstrate how the internees were confined and guarded under constant military surveillance, which caused grief and pain to all of the innocent internees.

Japanese Internment - References. *Japanese Internment*. Web. 5 Jan. 2014.

<<http://library.thinkquest.org/trio/TTQ04160/Complete%20Site/picref3.htm>>.

This photo shows a man of Japanese ancestry being searched in an assembly center without any due process involved. I put this picture in my website to show another rights violation, as well as conveying the sad mood as many Japanese-Americans during that time would have felt.

Kirchner, Bill. Poston Marker. *The Historical Marker Database*. The Historical Marker Database, 13 June 2010. Web. 10 Nov. 2013. <<http://www.hmdb.org/PhotoFullSize.asp?PhotoID=112859>>.

This website provided me with a very powerful quote that underscored my view on the Internment. I included it in the "Legacy" section because I felt that it brings a strong conclusion to my website.

"Manzanar, a Japanese American Internment - Photo: Dorothea Lang, 1942." *Historiek*. Web. 5 Jan. 2014. <<http://historiek.net/peru-excuseert-zich-voor-deportaties-woii/11811/>>.

This is a photo of Manzanar, one of the major Internment camps during the 1940s. In the photo, the camp was placed in an isolated desert with small, cabin-like houses. This shows the poor conditions at the camps. I included this photograph in my site to show how bad the camps were for many of the internees, so that we can remember how horrible of a time it was in our nation's history especially for those Japanese-American citizens.

A Skeleton In His Closet. *Daum. Daum*, 9 July 2013. Web. 5 Jan. 2014. <<http://m.blog.daum.net/g2m9/541>>.

This was a political cartoon was written during the time of the Anti-Asian Movement. It helped me get a better understanding about how the Chinese Exclusion Act was unconstitutional and opposed the basic freedoms and principles of the Constitution. I included it to show how Uncle Sam, who represents our country and its government, has a "skeleton in his closet" to haunt him for allowing such an act against a specific group of American citizens.

Supreme Court. *Infoplease. Pearson Education*. Web. 5 Jan. 2014. <<http://www.infoplease.com/ipa/A0873869.html>>.

This is a picture of the Supreme Court, which ruled the internment as constitutional until Ex Parte Endo, finally resulting in Executive Order 9066 being repealed. This was a navigational photo to give the reader a choice in which failure of government to read about.

"Warning. Our Homes Are in Danger Now. WWII Poster, 1942." *AllPosters.com*. AllPosters.com, Web. 5 Jan. 2014. <http://www.allposters.com/-sp/Warning-Our-Homes-are-in-Danger-Now-WWII-Poster-1942-Posters_i9505469_.htm>.

This is one of the posters that depicted the Japanese as disloyal and dangerous, one of many other posters that were based off of racial discrimination and wartime hysteria. It helped me to understand how the propaganda released by the military shifted public opinion against the Japanese-Americans which eventually led to their internment, so I included it in my website. It was also a part of pressure inflicted on Franklin Delano Roosevelt which eventually caused him to sign Executive Order 9066.

We Don't Want Any Japs Back Here--EVER! *Blogger*. 12 June 2006. Web. 5 Jan. 2014. <<http://dneiwert.blogspot.com/2006/06/scoop-and-internment-camps.html>>.

This photo shows how many Caucasian residents of the West Coast were against the Japanese returning back from the camps. I included it in my website to demonstrate how the majority of public opinion was still against the Japanese-Americans even after the camps ended, which proved how much pain and destruction the camps caused the internees for years.

"White House." *iPhoneRoot.com*. iPhoneroot.com. Web. 5 Jan. 2014. <<http://iphoneroot.com/tag/opera/>>.

This is a picture of the White House, which failed to uphold and protect the rights of the citizens after the bombing of Pearl Harbor. I put it in my website to direct the reader to the specific branch failure of government they choose to look at.

Websites/E-Sources

Letters from the Japanese American Internment - Clara Breed. *Smithsonian Education*. Smithsonian Institution. Web. 6 Apr. 2014. <http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/>.

This page includes letters written from the camps which gave the opinion of many internees on the living conditions. These were the letters which we analyzed in English class, and interested me into choosing my History Fair topic. This site helped me gather information on some of the personal feelings of the internees which focused on life in the camps.

SECONDARY SOURCES

Audio/Videos

***Assimilation of Japanese Americans Post World War II.* By Kvie. *AOL On Education.* AOL, 17 June 2010. Web. 18 May 2014. <<http://on.aol.com/video/life-of-japanese-americans-after-world-war-ii-300993806>>.**

This video provided me with good information on the ways that Japanese Americans assimilated back into American culture after the end of their internment. I used this video for some clips to demonstrate some of the extremes that many of the Japanese-Americans went through just to prove their loyalty to America even after such a horrible thing had happened to them.

***Japanese Internment during WW II.* By Carey McGleish. *Youtube.* 25 July 2011. Web. 5 Jan. 2014. <<https://www.youtube.com/watch?v=6mr97qyKA2s>>.**

This documentary clip discussed Executive Order 9066, and gave information of life in the Internment camps and how the rights of the Japanese were violated. In addition, it provided an in-depth explanation on the Supreme Court Case Korematsu vs. United States. It was useful for giving me a more in-depth understanding of the internment, and I felt it was vital to put a clip describing Executive Order 9066 in my website.

***Life of Japanese Americans after World War II.* By Kvie. *AOL On Education.* AOL, 17 June 2010. Web. 18 May 2014. <<http://on.aol.com/video/life-of-japanese-americans-after-world-war-ii-300993806>>.**

This video gave me some personal experiences of some of the internees after the end of the internment and World War II. I used clips from this video in my website to help show some of the hardships the Japanese-Americans had to endure after they left the camps. It allowed me to get a better understanding of how many internees were unable to find jobs and a good living, in addition some of the tensions which remained between the Japanese-Americans and the majority of the West Coast for years.

***Lorraine B. Interview.* *Densho Digital Archives.* Densho. Web. 5 Jan. 2014.**

<http://www.densho.org/assets/sharedpages/primarysource/primarysource.asp?id=131&display_format=4§ion=causes&text=1&mediaType=video>.

This clip is located in the Densho Visual History Collection (A-M). "Lorraine B. describes the impact of the Supreme Court case Korematsu v. U.S. on Americans today."

This page was extremely helpful in giving me a better understanding of the Supreme Court Case Korematsu vs. United States and it's legacy on us today, because it shows how it can happen again at any given time.

Books

Commission on Wartime Relocation and Internment of Civilians. *Personal Justice Denied*. San Francisco and Washington, D.C.: Washington, 1997. Print.

This book provided an excerpt that captured the cause of the Japanese Internment which I included in my website.

Ng, Wendy. *Japanese American Internment During World War II*. Westport, Connecticut, and London: Greenwood, 2002. Print.

This book provided me with additional information about the Japanese Internment, and also gave insight on different military leaders, details about resettlement, and biographies of important figures linked to the incident. I used this primarily as a reference guide and as an information source to increase my knowledge and understanding of the internment.

Photographs/Images

Beach, Todd. "Korematsu vs. United States." *SlideShare*. SlideShare, 24 Feb. 2010. Web. 5 Jan. 2014. <<http://www.slideshare.net/EVHSbeach/korematsu-vs-united-states>>.

This presentation slide provides a picture of Fred Korematsu, as well as a powerful quote he said when he challenged his conviction 40 years after he was arrested. I added this in the "Judicial Failure" section of my website, because the Fred Korematsu vs. United States case was the most important of them all, primarily based off the fact that it showed that the government could do something like this at any given time.

"Ex Parte Endo." *Ben Sakoguchi*. Ben Sakoguchi. Web. 5 Jan. 2014.

<http://www.bensakoguchi.com/larger/camp_group6_larger9.php>.

This image shows Mitsuye Endo, and gives a brief explanation of how she ended the internment by winning in the Supreme Court Case "Ex Parte Endo". I included this in my website because it allowed me to get a better understanding of how she was the perfect person to challenge the internment.

Kent, Deborah. "Deborah Kent." *BetterWorldBooks*. Better World Books. Web. 5 Jan. 2014. <<http://www.betterworldbooks.com/the-tragic-history-of-the-japanese-american-internment-camps-id-076602797X.aspx>>.

This book cover has a family of sad internees with an American flag as the background to show they were loyal American citizens. I included this picture throughout my website to emphasize the point that they were always American citizens who had been betrayed by their own government during WWII.

Sampson, Tommy. "The White House Cavalcade." *Blogger*. 3 June 2010. Web. 25 Jan. 2014. <<http://thewashingtonwhitehouse.blogspot.com/>>.

This is a picture of Congress that I included in my website under responsibilities. I included it to direct the audience towards a specific branch failure.

Stanley, Jerry. "I Am an American: A True Story of Japanese Internment." *Paperback Swap*. PaperBack Swap.com, Web. 5 Jan. 2014. <<http://www.paperbackswap.com/American-True-Story-Jerry-Stanley/book/0590684442/>>.

This is the cover of a book which shows how many of the Japanese internees were actually loyal U.S. citizens. I included it in my website because it had an American flag in the background with some of the Japanese internees pledging allegiance to it, proving to the audience that the Japanese-Americans were always loyal citizens to our country.

This shows how our government was wrong to betray and intern them in such a demeaning way.

Yasui vs. United States. *Ben Sakoguchi*. Ben Sakoguchi. Web. 5 Jan. 2014. <http://www.bensakoguchi.com/larger/camp_group6_larger10.php>.

This image shows Minoru Yasui and tells how he challenged the constitutionality of the Japanese-American curfew. This source has a good quote from him, and I included this image in my website under the "Judicial Failure" section because he was in one of the major Supreme Court cases which allowed me to better understand how the government was able to deny the rights of the Japanese-Americans and justify it as a military necessity until Ex Parte Endo.

Websites/E-Sources

"51e. Japanese-American Internment." *U.S. History*. Independence Hall Association in Philadelphia. Web. 10 Nov. 2013. <<http://www.ushistory.org/us/51e.asp>>.

This article provided me with a brief history of the Japanese Internment and helped me to realize the impact of it. It also allowed me to better understand the major details regarding what happened during that time. I used this as a source for information and as a reference in writing my paper.

Brown, Jay M. "When Military Necessity Overrides Constitutional Guarantees: The Treatment of Japanese Americans During World War II." *Cis.yale*. Yale-New Haven Teachers Institute, Web. 10 Nov. 2013. <<http://www.cis.yale.edu/ynhti/curriculum/units/1982/3/82.03.01.x.html#a>>.

This page gave me the historical context leading to the Internment and discusses how the rights of the Japanese Americans were violated. In addition, it came with an in-depth analysis of the significant Supreme Court cases including the one that eventually ended it.

I used this website for information on the Internment. This page also provided me with a quote from Chief Justice Charles Evans Hughes regarding the protection given by the Constitution. I included this quote in my site because it tells how the Constitution is nothing more than written words on paper unless public opinion is on your side.

"Clarke's Take On Terror." *60 Minutes*. CBS Interactive. Web. 28 Dec. 2013. <<http://www.cbsnews.com/news/clarkes-take-on-terror/>>.

This 60-Minute television show segment examined if there was a link between Iraq and the 9/11 attacks. I used this in my website because the bombing of Pearl Harbor and 9/11 were very similar situations. Bin Laden expected America to negatively impact an oil-rich Arab country economically, just like the Japanese anticipated economic sanctions.

However, unlike the reaction to Pearl Harbor, Americans did not suggest any rights violations on those of Middle Eastern descent after 9/11.

"Foreign Miner's Tax Background Information." *Museumca*. Web. 10 Nov. 2013.

<<http://www.museumca.org/goldrush/curriculum/gamsaan/foreigntax2.html>>.

This page helped me to get a better understanding of the Foreign Miner's Tax focusing on the Chinese immigrants during the California Gold Rush. This act was created due to Caucasian Miners feeling that the Chinese-Americans were mining gold that "they deserved". This site mainly helped me gain more information on the Anti-Asian movement and what factors caused the internment.

Gannis, Joshua. *The Court, the Constitution and Japanese-American Internment*.

This paper provided me with additional information on how the government was able to work around the Constitution for its own convenience. I also used this source because it gave me excerpts which underscored my view of the internment, which I used in the "Responsibilities" section of my website.

The Japanese-American Internment. *Japanese Internment*. Web. 24 Nov. 2013.

<<http://per5msmillergroup1.weebly.com/fun-facts-and-pictures.html>>.

This website gave a short story of the internment, and included pictures and statistics relating to it. I used this site primarily for specific information and details regarding the life in the Japanese internment camps.

"Japanese American Internment during World War II." *University of Maryland Baltimore County (UMBC)*. U of Maryland, Baltimore County. Web. 30 Nov. 2013.

<[http://www.umbc.edu/che/tahlessons/pdf/Japanese_American_Internment_During_World_War_II\(PrinterFriendly\).pdf](http://www.umbc.edu/che/tahlessons/pdf/Japanese_American_Internment_During_World_War_II(PrinterFriendly).pdf)>.

This is a very comprehensive document that provided useful details on the internment, along with information on the Anti-Japanese movement at the time and the aftermath of it. I referred to it while writing my paper and creating my website. It was one of my most important sources, especially because it allowed me to get a better understanding of major causes and circumstances related to the internment.

Mackey, Mike. "A Brief History of the Heart Mountain Relocation Center and the Japanese American Experience." *Northwest College Wyoming*. Northwest College. Web. 10 Nov. 2013. <<http://www.northwestcollege.edu/library/special/hmdpp/history.dot>>.

This page briefly gave some historical background on the Internment, and also discussed life in Heart Mountain Relocation Center, one of the biggest and most major internment camps. This was one of my most favorite sources, because it covered every single detail of the Japanese Internment. It was very helpful in writing my paper, because I could refer back to this source at any time to answer all of my questions regarding the internment.

Siasoco, Ricco Villanueva, and Shmuel Ross. "Japanese Relocation Centers." *Infoplease*. Pearson Education, publishing as Infoplease. Web. 24 Nov. 2013. <<http://www.infoplease.com/spot/internment1.html>>.

This article provided a brief history and overview of the Japanese Internment of WWII. It helped me to get a better understanding of the Internment as a whole.

Thomas, Rick, ed. "Camp Rules." *In Time and Place*. Web. 5 Jan. 2014. <<http://www.intimeandplace.org/Japanese%20Internment/reading/camprules.html>>.

This page showed many of the rules in Japanese Internment Camps that denied the internees their rights. It helped me to better understand some of the harsh conditions and strict laws which the Japanese-American internees were forced to live under for years.

Thus, I thought it would be great to include these rules in my website to demonstrate how far the government and military actually went to restrain them.

Timeline. *Comcast.net*. 10 July 2000. Web. 5 Jan. 2014. <<http://home.comcast.net/~chtongyu/internment/timeline.html>>.

This document presented useful information in a chronology of the key events relating to the internment. In addition, it provided another good quote from Justice Frank Murphy discussing discrimination in a democratic society. I used this site for information on the internment, and used the quote in my website because it was powerful and underscored my view on the internment.

"World War Two - Japanese Internment Camps in the USA." *History on the Net.com*. Historyonthenet. Web. 24 Nov. 2013. <http://www.historyonthenet.com/WW2/japan_internment_camps.htm>.

This page presented information on life in the Internment camps. It allowed me to develop a better understanding of the major details of the internment, as well as the factors which caused it. It briefly summarized the Japanese internment as a whole.

INTERVIEW TRANSCRIPTS

Interview, Part I

"Bill Chadbourne,

A month after Pearl Harbor, I was 8 years old. I remember driving with my parents past the Santa Anita Race Track in California. The huge parking lot was covered with black tar-papered shacks the size of large chicken coops.

My mom choked up and said it was temporary housing for Japanese Americans headed for desert internment camps."

"How come your mother choked up?"

"She used to buy our vegetables from Japanese truck farmers and she got to know some of them pretty well."

Interview, Part II

"Did your mother ever see them again?"

"No, but we were displaced by a Japanese family who bought the home we rented and they made a lettuce packing plant in the garage. My family moved into a tiny garage apartment because of the housing shortage, ironically, 5 miles from the Santa Anita race track.

Ten years after that, I was stationed in Japan where I met and married a Japanese woman. In the following 20 years, military assignments put us in many different houses, but it was always our family home, just as it must have been for those Japanese families who made a home, despite their hardships."