

Annotated Bibliography
The Loss and Restoration of Rights: Japanese-Americans of WWII
by Ruth Jaensubhakij and Hana Matsudaira

Primary Sources

Artifacts

Matsudaira, John. *Go for Broke* Regimental Pin, Matsudaira Family Collection, Personal Artifact. Camp Shelby, Mississippi. 1943.

This is another important piece to the exhibit because it is a real Go for Broke pin. Every member of the 442nd got one. It was worn on their uniform to represent the 442nd Regimental Combat Team. The pin is located on the cap worn by John Matsudaira.

Matsudaira, John. *Go For Broke* Regimental Patch, Matsudaira Family Collection, Personal Artifact. Camp Shelby, Mississippi. 1943.

We got this artifact from Hana's uncle along with other important artifacts. They were passed down from Hana's uncle. It was worn on their uniform among other patches and metals. This is located on your exhibit near the bottom.

Matsudaira, John. World War II Dog Tag, Matsudaira Family Collection, Personal Artifact. Camp Shelby, Mississippi. 1943.

All military personnel for identification purposes wore dog tags. This was also given to us by Hana's cousin and remains in the frame along with the Purple Heart and WWII Victory Ribbons, plus a cross charm that he carried with him. It is inscribed with his name and identification number.

Matsudaira, John. World War II Military Cap, Matsudaira Family Collection, Personal Artifact. Camp Shelby, Mississippi. 1943.

We got this from Hana's uncle Peter. It was passed down to him after his father, John Matsudaira, passed away. It was Hana's grandfather's cap and was worn by him throughout the war for formal occasions. John Matsudaira is also pictured wearing the hat in our display.

Matsudaira, John. World War II Purple Heart, Matsudaira Family Collection, Personal Artifact. Italy, Hill 140. 1944.

The Purple Heart is probably the most important artifact in the exhibit. It was Hana's

grandfather's Purple Heart that he earned due to fragments of a bomb burst that were removed from his stomach. We thought that we had to include it because it is a real 442nd Purple Heart. It shows the bravery and courage of the men of the 442nd.

Matsudaira, John. World War II Purple Heart Ribbon, Matsudaira Family Collection, Personal Artifact. Italy, Hill 140. 1944.

We able to get this though Hana's cousin, Jaymi. The ribbon is worn on the uniform of a soldier to showcase that they have earned the Purple Heart. The actual Purple Heart is in the center of the display.

Matsudaira, John. World War II Victory Ribbon, Matsudaira Family Collection, Personal Artifact. Italy, Hill 140. 1945.

WWII Victory Ribbon was presented to military personnel at the conclusion of the war. This artifact was given to us in a box along with three other artifacts that belonged to John Matsudaira, Hana's grandfather. They were given to us by Hana's cousin, Jaymi. They are in the frame that they came in, on the top left of the display case.

Yaguchi, Frank. *Go For Broke* Unit Patch, Yaguchi Family Collection, Personal Artifact. Camp Shelby, Mississippi. 1943.

These patches were given to all members of the 442nd to be worn on their uniforms while in training at Camp Shelby. We got this artifact from Hana's uncle, Michael Yaguchi, who inherited them from his uncle Frank, who was in the 442nd. It's on the bottom center of our artifact board, along with two other patches.

Yaguchi, Frank. 36th Infantry Division Patch, Yaguchi Family Collection, Personal Artifact. Camp Shelby, Mississippi. 1944.

This patch represents the 36th Infantry Division, which the 442nd was attached to when fighting in the European Theatre. Frank Yaguchi, Hana's extended uncle, received this during WWII when he was a part of the 442nd. It's with the 442nd patches on the bottom of the board.

Books

Ganor, Solly. *Light One Candle: A Survivor's Tale from Lithuania to Jerusalem. Chapter 23: Liberation*. New York: Kodansha International, 1995. E-Book.

Solly Ganor, a Holocaust survivor who was rescued by the Nisei soldiers of the 522nd, wrote this book. We also sourced an interview with him, and this chapter in his book

talked about his liberation and rescue by the Japanese-American soldiers. It had some good quotes and it was a very useful source to our project.

Documents

"Ben Ikeda Letter to Elizabeth Bayley Willis Regarding Life in the Minidoka War Relocation Center and Recruitment for the Army from the Relocation Camps." Letter to Elizabeth Bayley Willis. 11 Apr. 1943. MS.

We thought that this letter was really important because it explains the how some Japanese Americans felt about their rights and responsibilities as US citizens in the internment camps. Ben explains to Bayley Willis, his former high school teacher, why he refused to sign up for the military. He also explains that Japanese-Americans who served in WWI were still placed in internment camps and that the United States government does not care if they live or die to fight for America.

Clinton, William. "Presidential Apology to Japanese-Americans for the Events that Conspired During WWII." Letter to Japanese-Americans. 1 Oct. 1993. MS.

This document is important to our project because it shows a formal apology to the Japanese-Americans from a legislative leader. It has a place on the "restoration of rights" side of our board, and we feel like if people take time to read it, it could have an impact on the way they view that part of the board.

Embree, John F. "Dealing with Japanese-Americans, a Memorandum to War Relocation Authority Staff Members on the Cultural Differences They Can Expect Working with Interned Japanese-Americans." Letter to War Relocation Authority staff members. 1942. *University of Washington Libraries, Special Collections*. Web. 3 Feb. 2014. <<http://content.lib.washington.edu/cdm4/document.php?CISOROOT=/pioneerlife&CISOPTR=13973&REC=4>>.

This letter was a really interesting source because it was from the perspective of the people who put the Japanese-Americans into the camps and it spoke about the conditions in the camps. It was very useful and had a lot of information, although there were no photos. This was a really good primary source that we took quotes from for our project.

Executive Order No. 9066, 3 C.F.R. 1 (1942). Print.

This source is really the heart and soul behind our project— Executive Order 9066, which President Franklin Roosevelt wrote during World War II and resulted in the relocation of the Japanese living in America. It's an extremely useful primary source and goes along

with the theme, rights and responsibilities.

Ex Parte Mitsuye Endo, 323 U.S. 283 (1944) case transcript, <http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=us&vol=323&invol=283>.

This court case really gave us a lot to go off in terms of rights and responsibilities regarding the incarceration of Japanese-Americans. We found it at the recommendation of our Social Studies teacher, Mr. Elms, by searching up the case on Google scholar.

Hirabayashi v. United States, 320 US. 81, 1943.

http://scholar.google.com/scholar_case?case=5939600273001810074&hl.

This court case really gave us a lot to go off in terms of rights and responsibilities regarding the incarceration of Japanese-Americans. He was arrested for violating the curfew order that was part of Executive Order 9066. We found it at the recommendation of our Social Studies teacher, Mr. Elms, by searching up the case on Google scholar. We printed off the first page and put it on our boards in the “courtroom” section.

“Proclamation 4417: An American Promise.” President Gerald Ford. Feb 19. 1979.

This proclamation is very important to our project because it officially signaled the end of Executive Order 9066, therefore giving the Japanese-Americans their rights back. There were many quotes that accurately represented the theme of our project, rights and responsibilities.

“Public Law 100-383: The Civil Liberties Act of 1988.” (102 Stat. 903; Date: 8/10/1988). Text from: Internment Archives. Web. 5 Feb 2014.

This law was extremely important to our project because it addressed the reparations made to Japanese Americans who were incarcerated during WWII almost 50 years after the event had taken place. It had a lot to do with rights and responsibilities. Quotes from the law could be taken and put into our project.

Toyosaburo Korematsu v. United States. 323 U.S. 214 (1944).

<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=323&invol=214>.

This court case really gave us a lot to go off in terms of rights and responsibilities regarding the incarceration of Japanese-Americans. We found it at the recommendation of our Social Studies teacher, Mr. Elms, by searching up the case on Google scholar.

United States Army. Western Defense Command. *Civilian Exclusion Order No. 1*. By J. L.

DeWitt. [San Francisco]: [publisher Not Identified], 1942. *Densho: The Japanese American Legacy Project*. Densho and The Board of Trustees of The Leland Stanford Junior University. Web. 8 Jan. 2014.

This was a great primary source because it was a scan of a poster that was hung up to signal the Japanese of the incoming incarceration period. It's an official government order and we could therefore print it out and use it in our project as an image. We found it through the Densho website on a reading about the incarceration years.

United States War Relocation Authority. *Nisei in Uniform*. Washington: War Relocation Authority, 1944. *University of Washington Special Collections*. Web. 3 Feb. 2014. <<http://content.lib.washington.edu/cdm-ayp/document.php?CISOROOT=/pioneerlife&CISOPTR=13467&REC=1>>.

This primary source was incredible because it gave an in-depth look at what it was like to be a Nisei soldier during World War II, especially in the 442nd/100th. There were many quotes and photos that would be very useful to our project.

US. *Chinese Exclusion Act of 1882*. 1882. Print.

This document was useful to our project because it gave us some idea of what the historical context of the project would be and how there was anti-Asian sentiment in the US even before WWII. It became the first document on our project and although the Chinese did not have much to do with our project as a whole, it kick-started the whole idea of rights and responsibilities in our project.

US Const. amend. I. Print. September 25, 1798.

The first amendment guarantees the rights of freedom of speech, freedom of the press, assembly, and to petition the government. Executive Order 9066 restricted the rights outlined in this amendment because it limited the rights of Japanese Americans to express their first amendment rights.

US Const. amend. IV. Print. September 25, 1798.

The fourth amendment guarantees the rights of citizens to secure their person, houses, papers and effects against unreasonable search or seizure. Executive Order 9066 violated this amendment because the Japanese Americans were punished for no other reason than their race.

US Const. amend. V. Print. September 25, 1798.

The fifth amendment to the US Constitution says that no person shall be held to answer for capital or otherwise infamous crimes, unless on a presentment or an indictment. Executive Order 9066 violated this amendment because Japanese Americans during WWII were held captive for no other reason than their race.

US Const. amend. XIV. Print. July 9, 1868.

The fourteenth amendment guarantees that no citizen should be deprived of life, liberty or property without due process of law; nor deny to any person within its jurisdiction the equal protections of the law. Executive Order 9066 deprived Japanese Americans their livelihoods, their freedom of movement and their property without due process of law.

War Relocation Authority. *The "Loyalty Questionnaire."* Courtesy of the Ikeda Family Collection. *Densho: The Japanese American Legacy Project*. Densho and The Board of Trustees of The Leland Stanford Junior University. Web. 5 Feb. 2014.
<<http://encyclopedia.densho.org/psms/media/sources/1/1569/en-denshopd-p72-00004-1.pdf>>

Yet another incredible primary source. This is the survey that all Japanese-Americans had to take in order to determine their loyalty to the US and whether they were fit to serve in the army. This is definitely an important part of our project (especially questions 27 and 28) and we could print this out and put it on our exhibit. We found this source through the Densho encyclopedia.

Documentary Video

Japanese American 442nd Regimental Combat Team. Dir. Tom Parker and Charles Mace. The War Relocation Authority, 1943. National Archives.

This video was extremely useful because it was a video of clips of the 442nd training. These videos were interesting to see because we saw some photos that we used that were adapted from videos. We also like this video because it is propaganda and you don't really see the 442nd struggling, you see the 442nd training and learning. We got this video from the National Archives.

Interviews

Aka, George. "442nd Regimental Combat Team Veteran." Interview. *Go for Broke*. Go for Broke National Education Center, Web. 24 Feb. 2014.

The recorded interview of George Ake was interesting because he showed another side of

being at war. He talked about the relationships he made there instead of obsessing over the irony. He talked about how the men in the 442nd and black people were together some of the time at war. He didn't feel like people were talking away his rights, rather it was his responsibility to earn them.

Asato, Tetsuo. "442nd Regimental Combat Team Veteran." Interview. *Go for Broke*. Go for Broke National Education Center, Web. 24 Feb. 2014.

This recorded interview showed a lot of the adversity that the men in the 442nd had to face. It was very useful because it explained how the men would go where other teams failed and they were just expected to come out winners. It also talked a little about the Lost Battalion and how that was the hardest battle to go into because they knew that many would die.

Foote, Robert. "442nd Regimental Combat Team Veteran." Interview. *Go for Broke*. Go for Broke National Education Center, Web. 24 Feb. 2014.

This recorded interview was particularly interesting because this was about a white man that was put into the 442nd. He thought that it was his duty for his country to fight like all of the other Americans. He had a lot of sympathy for those men and didn't understand why they were forced into war. He came out with a lot of respect for those men.

Ganor, Solly. "Solly Ganor Erzählt Aus Seinem Leben (Solly Ganor Tells Of His Life)." Interview by Daniel Baranowski and Teresa Shepherd. *YouTube.*, Web. 11 Feb. 2014. 15 Apr. 2014. <<http://www.youtube.com/watch?v=TLxVFoyA0wg>>.

This recorded interview was with Solly Ganor, a Holocaust survivor and the author of one of the books we read, *Light One Candle*. In this interview, an excerpt from the documentary "Stiftung Denkmal für die ermordeten Juden Europas" (Foundation Memorial to the Murdered Jews of Europe), he talks about his experiences in the Holocaust and the publication process of his book(s).

"Go For Broke! The 442nd Regimental Combat Team." Interview. *Barbed Wire to Battlefields | The National WWII Museum*. *The National WWII Museum*, 2014. Web. 23 May 2014. <<http://barbedwiretobattlefields.org/battlefields/>>.

This interview was very helpful to our project because we were able to use it in the two video clips that we displayed on our iPads. We came across this video two different ways— one was that it was sent to us by Nathan Huegen, the Assistant Director of Education at the National WWII Museum, and the second was that we viewed clips of it included in one of our classmates' projects for a social studies assignment. It speaks about

the rights and responsibilities of the soldiers in the 442nd.

Iwasaki, George. "Interview with WWII Veteran George Iwasaki." Telephone interview. 11 Apr. 2014.

We conducted this interview during school hours over the phone. George Iwasaki was a former member of the 442nd. He was a replacement and served after the Battle of the Last Battalion. We got his phone number through Bruce Inaba, who was asked to help us by the NVC, whom we emailed asking if they would be able to help us. We interviewed him for 40 minutes and he gave us a lot of good information on his experiences in the war and in internment camps.

Keegan, Christopher. "Colonel Christopher Keegan Interview." Interview. *Go For Broke*. Go For Broke National Education Center, Web. 6 Jan. 2014.

<http://www.goforbroke.org/oral_histories/oral_histories_video_display_public.asp?publicclip=05503>.

This recorded interview was really useful because it talked specifically about the 442nd and how the Hawaiians came in thinking a certain way and bonded and changed their minds about things after going through certain experiences. Colonel Christopher Keegan was actually a part of this and witnessed it, so he had first-hand experience and could give reliable information. It was useful for the theme as well, which is rights and responsibilities.

Matsudaira, Lillian, and Matsudaira, Peter. "Skype Interview with Lillian and Peter Matsudaira on Japanese Internment and the 442nd." Skype interview. 22 Jan. 2014.

This interview was one of the most important sources to our project because although it was not directly connected to the 442nd, it was a primary source interview with someone who actually lived through the incarceration. Hana's grandmother gave us some great quotes and she helped us understand a little bit more about the rights and responsibilities issue during the internment in 1942.

Miho, Katsugo. "Katsugo Miho: 522nd Field Artillery, 442nd RCT." Interview. *The Hawai'i Nisei Story: Americans of Japanese Ancestry During WWII*. University of Hawaii, 2006. Web. 4 Feb. 2014. <<http://nisei.hawaii.edu/page/katsugo.html>>.

This transcript of Katsugo's oral history was incredibly useful to our project because it was so detailed, and he spoke of things such as Camp Shelby that were difficult to find in other places. He was very well spoken and gave some good quotes about rights and responsibilities that definitely contributed to our project.

Mineta, Norman. "Serving as Secretary of Transportation on September 11, 2001." Interview. *Densho Digital Archive*, 2008. Web. 7 May. 2014.

When we got back from the preliminary competition in Jakarta, a fellow student brought up the Japanese Americans sticking up for the Muslim-America when 9/11 happened. We found this article in a newspaper on 9/11 and then traced it back to a Densho interview done in 2008. We thought that what Norman Mineta said, as the Secretary of Transportation, represented the Japanese-American perspective well.

Muromoto, Kim. "Interview with WWII Veteran Kim Muromoto." Telephone interview. 9 May 2014.

We found Mr. Muromoto through Bruce Inaba, who we had been in contact with for a while. He gave us his number and a few days later we called Mr. Muromoto and conducted a short interview with him. Our phone connection was poor and therefore the interview did not give us any good quotes, but it was interesting to hear the perspective of another WWII veteran from the 442nd.

Oiye, George. "442nd Regimental Combat Team Veteran." Interview. *Go for Broke*. Go for Broke National Education Center, Web. 24 Feb. 2014.

This recorded interview showed a lot of the moral issues that the men in the 442nd had to face. It was very useful because it explained how the men felt with issues such as discrimination and German concentration camps. We used George's voice to narrate the video we put together of the liberation of the Dachau.

Ota, Kenji. "442nd Regimental Combat Team Veteran." Interview. *Go for Broke*. Go for Broke National Education Center, Web. 14 Feb. 2014.

This was a really interesting recorded interview because it showed so much anger that came out of it. This man seemed to have really hated his time in the 442nd. He talked about how when they would go to different places around the world they were disrespected by people in the countries. But that made the men close.

Sakai, Lawson. "442nd Regimental Combat Team Veteran." Interview. *Go for Broke*. Go for Broke National Education Center, Web. 4 Feb. 2014.

This recorded interview was helpful because it talked about a lot about the fighting which a lot of the men didn't talk about. He talked about how they just went in and fought. He got hurt and had to keep on fighting. He made it sound like it was painful to fight.

Thompson, William, Kenji Ego, and Shiroku Yamamoto. "Interview with 442nd Veterans." Telephone interview. 30 Apr. 2014.

After we won first place at Jakarta, we knew we had to find primary source interviews. One of the first people we contacted was the 100th Infantry Battalion Veterans organization, who emailed us back and gave us the phone number of the 442nd Veterans Club, who we then spoke to and after a month or so, they were finally able to pull together a group of three veterans who we talked to on the phone and asked questions. We had technical difficulties that made it hard to hear them at times, but they were well spoken and gave good answers to our questions. It was a great experience for us being able to conduct an overseas interview in Hawaii like this.

Zuckerman, Ben. "Interview with Jewish Survivor Ben Zuckerman Segment #129." Interview. *USC Shoah Foundation*. University of Southern California, 1996. Web. 20 Apr. 2014.

We came across this recorded interview through the USHMM, which led us to the USC Shoah Foundation video archives, where we found an interview with a man who was liberated by the Nisei soldiers. At first we were unable to access it, but we emailed the Shoah Foundation and they gave us permission to download the video via our teacher after paying a fee. It was incredible to hear his story and it gave us some great quotes along with material that we ended up using in our liberation of Dachau video.

Photographs (by section of display)

Historical Context and WWII

Chinese Exclusion Act of 1882. 1882, British Columbia Archives. Photograph.

The Chinese Exclusion Act document was an important piece in our project because it really capture the Act in one photo which was good because we really didn't want to go too deeply into the topic.

Japs Keep Moving - This Is a White Man's Neighborhood. 1920. Photograph. National Japanese American Historical Society.

This photo we thought was really interesting because it showed a different perspective. For most of the exhibit we focus on the Japanese American point of view and this photo shows a American that is against the Japanese. It helped us set the stage for the Executive Order 9066.

The USS Shaw Explodes at Pearl Harbor. 1941. Photograph. Associated Press Photo, December 7, 1941.

We thought that this photo had purpose because it is just a quick shot at Pearl Harbor and flows along with the text. We used it to set up the historical context of Japanese Internment. We wanted a photo to quickly get people to see the damage of Pearl Harbor and set the historical setting.

Internment Camps and Courtrooms

Clifford, Howard. *Japanese Evacuees Arriving at the Puyallup Assembly Center Known as Camp Harmony, 1942*. 1942. Photograph. Social Issues Collection, Puyallup, Washington.

We thought this photo was interesting because it shows the cars pulling into the camp. Most photos are photos of what the camp is like but in this one you could clearly see the actual movement. We found this photo through the University of Washington Special Collections and we ended up using it in our project as one of the central photos on the relocation.

Gordon K. Hirabayashi. History Link. Web. 14 May 2014. Photograph.

This is a photo of Gordon Hirabayashi, who challenged the U.S. in the Supreme Court. We wanted a photo of him to display with his court case so viewers could see what he looked like and also so it would match Korematsu's case. We researched his case because we wanted to learn about the courtroom battles along with battlefield battles.

Kaoru Ichihara's Identification Tag Worn during Her Forced Relocation. 1942. Photograph.

This identification tag was used as a format for the photo captions. We thought that it was important to use these tags because many people can identify them. It also added a little color and a method for us to record the source of each item in this section.

Korematsu, Fred. 1944. Photograph. The Korematsu Institute. Photograph.

We thought that it was necessary to show who Fred Korematsu was because he is an important part of our project. His case formed the background for Japanese Americans using the US Court system to retain their Constitutional rights. As a civilian, he fought his battles through the courts instead of on the battlefield. We received this from the Korematsu Institute in a packet they sent to teachers at our school.

Lange, Dorothea. *Grandfather and Grandchildren Relocating to an Internment Camp*. Hayward, California. 1942. Photograph.

We used this photo because it shows that people of all ages were affected by EO 9066. We

thought that the old man with the two young children would create sympathy and an excellent large image to focus people's attention on the left side of our display.

Lange, Dorothea. *Dust Storm at Manzanar*. 1943. University of Washington Special Collections. Web. 28 May 2014. Photograph.

We liked this photo because it showed a more lifeless side of the internment camps. It was empty and we thought it was a good contrast to the busy photos full of people. We chose to have a grate over it to show imprisonment.

Lange, Dorothea. *Woman and Soldier Watching Sun Set behind Minidoka Watchtower*. 1944. University of Washington Special Collections. 28 May 2014. Photograph.

We liked this photo because it shows the watchtower. We use the watchtower in our display but we don't have a lot of photos on the display. The watchtower is a symbol in our project because it represents fear. We felt that this photo was very important to use. We got this photo from the University of Washington Special Collections.

442nd and Battle of the Lost Battalion

442nd *RCT Color Guard*. 1944. Photograph. National Archives, 28 Jan. 2014.

This photo is the centerpiece of our project because it clearly shows four members of the 442nd with the American flag, which ties to the rights and responsibilities issues that we were trying to highlight. We wanted this photo to be big because these are men that are representing the 442nd, the Japanese-Americans, AND the United States all at the same time. We found this source through the National Archives.

A Japanese-American Unit Moves Out of Old Command Post in St. Die Area France. 1944. Photograph. Go For Broke, Web. 28 January, 2014.

We liked this photo because it shows the 442nd in action during their campaign in the Vosges mountains, which was as close to the Lost Battalion as we could get.

Group of 100th Infantry Battalion Soldiers. 1944. Go For Broke, Web. 28 January, 2014. Photograph.

This was one of the first photos we saw of the Japanese-American soldiers during World War II, so we felt that it was important for us to include it in our project. This photo depicts a group of 100th Infantry Battalion Soldiers posing, although the location is unknown. It doesn't really speak to rights and responsibilities that much, but it's a good photo for really taking a closer look at their faces which is unusual amongst the many

battle photos that we found. We found this photo through the Go For Broke website.

John Matsudaira Photograph, Matsudaira Family Collection, Personal Artifact. Camp Shelby, Mississippi. 1943. Photograph.

We thought that it was important to add the photo of John Matsudaira because it is Hana's grandfather. We use his Purple Heart, which was passed down to her younger brother, and his "Go for Broke" pin so we thought out of respect we should add a photo of him. He is wearing a cap that is also part of our display.

Sgt Goichi Suehiro, Weapons Platoon Machine Gun Squad Leader, Looks for German Movements in the Valley 200 Yards Away. 1944. Photograph. Go For Broke, Web. 28 Jan. 2014. Photograph.

We liked this photo because we could clearly see a leader in it. We thought that the man on the right stood out because he looked like he was watching out for his team. We liked how the men that were just hanging out seemed close together. We got this photo from the Go for Broke website.

Two Men in the 442nd RCT While in France. 1944. Photograph. National World War II Museum. Photograph.

We really liked this photo because Nathan Huegen, the Assistant Director of Education at the National World War II Museum in New Orleans, sent it to us in an email and we had never seen it before. They were making an exhibit on the 442nd and they sent us a copy of their photo. The museum will be making a mannequin tableau focused on the rescue of the Lost Battalion modeled after this image. We liked this photo because it's different than all of the other photos. It isn't posed. They don't look serious. Instead, the two are looking at each other and smiling. It stands out because it doesn't fit the mood but we liked that.

Dachau/Kaufering IV Hurlach

A Survivor in the Barracks of the Kaufering IV Hurlach Concentration Camp. 1945. Henry Plitt Collection. *United States Holocaust Memorial Museum.* Web. 19 Mar. 2014. Photograph.

This photo is in the top right of our right hand board. We wanted a photo from Kaufering IV Hurlach, a sub-camp of Dachau. This man managed to survive his time in the camp. We placed him at the top of our exhibit behind wire mesh to show that his rights were still being restricted.

Prisoners on a Death March. 1940's. Saul Collection. *Densho Archives.* Web. 19 Mar. 2014. Photograph.

This photo was extremely important to our project because it connected to rights and responsibilities and was also just a striking image, which is why we chose to triple-layer it to have it stand out. We found it through the Densho digital archives. The 522nd Field Artillery Battalion helped to liberate Holocaust survivors who were on a Death March near Dachau.

Saul, Eric. *Tahae Sugita (right), a Japanese-American Soldier with the 522nd Field Artillery Battalion, Stands Next to a Concentration Camp Survivor He Has Just Liberated on a Death March from Dachau.* 1945. Photograph. United States Holocaust Memorial Museum, Waakirchen, [Bavaria] Germany. Photograph.

This photo was really useful to us because it helped show the irony of the situation and also the rights and responsibilities involved with the liberation of Dachau and the 522nd. We found it through the United States Holocaust Memorial Museum.

Saul, Eric. *Survivors Liberated by Japanese-American Troops with the 522nd Field Artillery Battalion Line the Road into the Town of Waakirchen Where U.S. Forces Set up a Field Hospital to Care for Them.* 1945. Photograph. United States Holocaust Memorial Museum, Waakirchen, [Bavaria] Germany. Photograph.

This was another important photo to our project because it showed the survivors in what is almost like a parallel to some photos we saw of the Japanese internees, bringing back again some of that irony that we tried so hard to portray in our project. It also highlights the 522nd and their responsibilities as liberators.

Saul, Eric. *George Oiye (right), a Japanese-American Soldier with the 522nd Field Artillery Battalion, Prepares a Campfire for Concentration Camp Prisoners Liberated by His Unit near the Town of Waakirchen.* 1945. Eric Saul Collection. *United States Holocaust Memorial Museum.* Web. 19 Mar. 2014. Photograph.

We liked this photo because it shows the separation between the 442nd and the Dachau prisoners. It shows the 442nd standing alone while the Dachau prisoners stick together which conveys that the 442nd were strangers and outcasts liberating a group that had been through a lot. We got the source from the United States Holocaust Memorial Museum and the collection was from Eric Saul.

Swiebocka, Teresa. *Female Inmate with the Number 6831.* 1942. *Teresa Swiebocka: A History in Photographs.* Web. 14 May 2014. Photograph.

We liked this photo because it portrayed a more feminine side to our otherwise very

male-oriented project. It was also a good example of what a prisoner at Dachau would have looked like.

Restoring Rights

Adair, Sean. *Flames Erupt from the South Tower of the World Trade Center After It Was Struck by Hijacked United Airlines Flight 175*. 2001. *The Atlantic*. Web. 7 May 2014. Photograph.

This photo is essential to the conclusion section of our project, particularly the connection to 9/11 and Muslim Americans that we're trying to push. It's a horrifying image of the South Tower of the World Trade Center on September 11, 2001, when it was attacked by the hijacked US Airlines flight. It provides a visual representation of 9/11 and a parallel to the photo of the Pearl Harbor attack we have on the first part of the board.

Former US President Clinton, William and Korematsu, Fred. *Fred Korematsu with the Presidential Medal of Freedom. Korematsu vs. United States overturned in 1983*. Washington, D.C., White House. January 15, 1998. Photograph.

This photo is of Korematsu in his elderly years standing with President Bill Clinton. We thought this photo was important to our project because it shows how the reparations continued on even until the 1980s, and still continues on today. It's also ironic in the sense that although when he was younger Korematsu had challenged the United States in the Supreme Court, years later he was rewarded for his actions. We found this photo through the White House website.

Former US President Clinton, William and Inouye, Daniel. *Awarding Congressional Medal of Honor to Senator and 442nd Member, Daniel Inouye*. Washington D.C., White House. Washington Post. Web. June 21, 2000. Photograph.

We thought this photo of President Clinton and Daniel Inouye corresponded well with the Korematsu photo. Also we liked how Inouye became a senator and the President was rewarding him, further highlighting the rights of Japanese-Americans and how the United States came to give them back.

Obama Awards Shima the Presidential Citizens Medal. 2013. *Japanese American Veterans Association*. Web. 14 May 2014. Photograph.

We thought this photo was important because we interviewed Terry Shima so we thought it would be nice to have that tribute to him in our project. We also thought it showed the connection we were trying to make with our caption.

Presidential Medal of Freedom. Library of Congress. *The Telegraph*. Web. 20 May 2014.
Photograph.

This photograph is important to our project because since we were not able to get our hands on an actual, physical Presidential Medal of Freedom, and yet we still wanted to showcase Fred Korematsu's side of the story and the award that he received. We wanted a photograph that we would be able to showcase on our bottom medal board so that viewers could see it. We printed it out and arranged it with the rest of our artifacts (which were all either real or replicas).

Newspaper Articles

"U.S. and Japs at War." *Chicago Daily Tribune*. 8 Dec. 1941. Web.

We found this article through the *Newspaper Archive Online* that our teacher had access to for a limited amount of time. We liked it better than our original newspaper headline, because it made our message clear and it fit our space better.

Speeches

Hamoui, Nadine. "History Doesn't Repeat Itself, It's People That Repeat History." Educational Supplement, Densho.org. Web. 29 Apr. 2012. Speech.

We found parts of the speech in a Seattle Times newspaper article and really liked what Nadine Hamoui had to say. We traced it back to an educational supplement from Densho. We liked that Nadine Hamoui was a Muslim and that what she says goes with the point that we were trying to make in the "Restoring Rights" caption: the Japanese stood up for the Muslims because they had lived through the internment.

Secondary Sources

Articles

Cramer, Douglas. "Dachau 1945: The Souls of All Are Aflame." *Orthodoxy Today* (2001): 19 Apr. 2009. Web. 24 Jan. 2014.

This article was really useful to our research involving the liberation of Dachau and the sub-camps around Dachau. We found it by doing a search for "liberation of Dachau 1945" on Google. It gave us a lot of good information on the sub-camps that were liberated (including the one liberated by the 522nd).

McAvoy, Audrey. "Justice Scalia: Internment Camps Could Happen Again." *Business Insider*. Business Insider, Inc, 05 Feb. 2014. Web. 17 Mar. 2014.
<http://www.businessinsider.com/audrey-mcavoy-scalia-internment-camps-could-happen-2014-2?IR=T&>

This really helped us with the last board because it mainly focused on the reparations and how the Japanese Americans slowly got their rights back. We got the link from Karen Korematsu (Fred Korematsu's daughter). It became critical as we focused in on the significance of our project. The quote on our board from Supreme Court Justice Scalia is from this article.

Artifacts

Replica of Congressional Gold Medal. United States Mint, 2012.

We were sent two of these by Hana's uncle, Michael Yaguchi, to use in our display. They look and feel like real medals, and we requested two so that we could showcase both the front and the back of the medal. It's one of the highest awards that can be given by the United States President, and was received by the 100th/442nd.

Replica of the Presidential Medal of Freedom, United States Mint, 1998 Korematsu and 2012 Hirabayashi.

On our display, we wanted to show that Japanese-Americans who didn't fight in the war fought in other ways. Both Hirabayashi and Korematsu fought losing battles in the US Supreme Court during WWII. However, their cases were overturned in later years. Eventually, they were both presented the highest civilian award possible by the United States Congress for their efforts to support civil rights.

Books

Alonso, Karen. *Korematsu v. United States: Japanese-American Internment Camps*. Springfield, NJ: Enslow, 1998. Print.

Our teacher gave us this book so we could learn more about the *Korematsu v. United States* Supreme Court case, which was not only an important part of our project but essential to us personally because of our contact with Karen Korematsu, Fred Korematsu's daughter. We found this book very interesting and very helpful to our project.

Armor, John. Wright, Peter. Hersey, John. Adams, Ansel. Hersey, John. *Manzanar*. New York, NY: Times, 1988. Print.

This was a helpful book to find photos and facts about life in internment camps. It was a book that Hana's uncle sent to us in a huge box full of books about Japanese-Americans in WWII. It was a useful source for strengthening our knowledge of the topic.

Asahina, Robert. *Just Americans: How Japanese Americans Won a War at Home and Abroad: The Story of the 100th Battalion/442^d Regimental Combat Team in World War II*. New York: Gotham, 2006. Print.

This source had a lot of information about the Nisei and the Issei. It explain clearly about what they mean. Also it has a lot of information about the yes yes, and no nos. It goes into detail about the consequences of saying yes and no.

Chang, Thelma. *I Can Never Forget: Men of the 100th/442nd*. Honolulu, HI: Sigi Productions, 1991. Print.

This book was an incredible source because of the length, photos, and amount of research and detail that was put into compiling and writing it. It covered in intimate detail the entire events of the 442nd Regimental Combat Team and the 100th Infantry Battalion. There was far too much information to even begin to include in our project and it really helped us think about how our project related to the theme.

Davis, Daniel S. *Behind Barbed Wire: The Imprisonment of Japanese Americans during World War II*. New York: Dutton, 1982. Print.

This was a great book for our project because since it was one of the first sources we used, it really helped set the foundation for our entire project. Based off of this book we got

quotes, pictures, ideas for captions and thoughts about the rights and responsibilities aspect of it. We found it through a search in our school library catalogue.

Duus, Masayo. *Unlikely Liberators: The Men of the 100th and 442nd*. Honolulu: University of Hawaii, 1987. Print.

This source told a lot of stories about the people in the 422nd. It had a range of different stories about important topics of the 422nd. It helped us formulate the section of our display about Dachau.

Foner, Eric, and John A. Garraty. "Japanese-American Relocation." *The Reader's Companion to American History*. Boston: Houghton-Mifflin, 1991. Print.

This book was great for information on the beginning of the incarceration. We found it in our school library and it really helped us find photos and quotes and ideas for our left board. It also helped us begin to think about rights and responsibilities.

Kashima, Tetsuden. *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians*. Washington, D.C.: Commission, 1983. Print.

This was a great source for explaining how the Japanese American's rights were impacted. It was filled with primary sources and it was useful for getting quotes.

McDougal Littell, ed. *Japanese-American Internment*. Evanston, IL: Nexttext, 2000. Print.

This book is really helpful because it gives definitions of what some of the words in the chapter title mean. It gives a brief side note to start it off and it helps you understand the rest of the chapter. It also defines important words in a simple way. It includes a letter from the White House about EO 9066, page 70.

Mochizuki, Ken, and Lee, Dom. *Baseball Saved Us*. New York: Lee & Low, 1993. Print.

This book was told as a story and although the storyline was simple and the information was minimal, it had some great illustrations that really helped inspire our project, especially the images of the watchtower and of the camps. It was a good story and it gave a good example of what life was like in the internment camps.

Moulin, Pierre. *Dachau, Holocaust, and US Samurais: Nisei Soldiers First in Dachau?* Bloomington, IN: Author House, 2007. Print.

This book was very useful for researching the Liberation of Dachau. It had many photos

that showed the survivors and the harsh conditions that they were held in which contributed to our exhibit. It also had great quotes we used.

Oba, Ronald. *The Men of Company F*. 3rd ed. Honolulu, HI: R. Oba, 2006. Print.

We received this book from Hana's uncle, Michael Yaguchi, who sent us a box full of books, movies and other resources from Washington, D.C. where he works for the Department of Veterans Affairs, Veterans Benefits Administration. We had not even heard of this book prior to receiving the package, and it was incredibly useful. Although it focused primarily on F Company, it included a complete chronology of the 442nd and photos of the Nisei soldiers.

Stanley, Jerry. *I Am an American: A True Story of Japanese Internment*. New York: Crown, 1994. Print.

This source was very useful to our topic because since it followed the life of Shiro Nomura, a man who experienced Japanese Internment first hand. We got a broad look at the entire timeline of Japanese Internment and a lot of details on what they experienced. There were a lot of direct quotes and photos in the book, which helped as well. We found this book through our Social Studies teacher who gave it to us to read.

Roleff, Tamara L. *The Holocaust: Death Camps*. San Diego, CA: Greenhaven, 2002. Print.

This source was very detailed and had first-hand accounts of what the liberations of the Jewish concentration camps were like, although not specifically Dachau. It gave us a better idea of what may have happened.

Stanley, Jerry. *I Am an American: A True Story of Japanese Internment*. New York: Crown, 1994. Print.

This book was one of our best sources. It was the very first book we read, and it really helped us get started on figuring out what our topic was really about. It gave us a lot of great information on Japanese Internment and it really set the foundation for our knowledge about the topic.

Documents

Parker, Joni L., *Nisei Soldiers in World War II: The Campaign in the Vosges Mountains*. Master's Thesis. Fort Leavenworth, Kansas. 1994.
<http://www.dtic.mil/dtic/tr/fulltext/u2/a284556.pdf>

This document was extremely detailed and gave us a better idea of what the campaign in

the Vosges Mountains was like for the 442nd, especially the Battle of the Lost Battalion. While we did not have the chance to read the whole thing, we skimmed through it and it helped us pick out the parts that were really relevant to our topic. However, since it was an unbiased and very historically accurate account, there were not a lot of creative twists on rights and responsibilities.

Documentary Video

Sugihara: Conspiracy of Kindness. Dir. Robert Kirk. WGBH Boston, 2005. Viewed on 22 May 2014. DVD.

This movie was very helpful for understanding another perspective on the Japanese-American connection to the holocaust and the European concentration camps. It also included an interview with Solly Ganor, as he had known Sugihara and had been unable to get out— only to be rescued by Japanese-Americans years later. We used clips of this in our short clip for the iPad board. Fortunately, Solly's part was in English because we had two other interviews of him, one in German and one in Russian!

Email

Hirohata, Derek K. "Rescue Of The Lost Battalion." E-mail correspondence.

This email gave us a lot of information on what happened at the famous Battle of the Lost Battalion, the turning point in our story and central event of our project. We found it through Densho and it gave us a great play-by-play that helped us understand what happened in this famous battle.

Huegen, Nathan. "RE: Response History Day Assistance Form." 6 Feb. 2014 –24 May, 2014. Email.

This series of email was sent to us after we filled out a response form on the National World War II Museum's website. Mr. Huegen gave us some great resources, including a link to the new exhibit that they will be putting out this year, "From Barbed Wire to Battlefields", which is actually about Japanese Internment and the Nisei soldiers as well. He also sent us photos and links to articles that were really useful to our project and can be found elsewhere in our annotated bibliography.

Korematsu, Karen. "Singapore American Student Questions." Message to the author. 5 Mar. 2014. E-mail.

Karen Korematsu's email was very helpful to our project, even though it arrived quite late in the process for our first competition. She gave us some positive ideas about how to

incorporate rights and responsibilities from the civilian side into our project and it was very useful to our thought process in the final weeks of our project.

Newsletters

Marshman, Michelle. "Go For Broke: The All Japanese American 442nd Infantry Regiment." *White River Journal* (Jan. 2006): *White River Valley Museum: Ordinary People, Extraordinary History*. White River Valley Museum. Web. 6 Jan. 2014.

This was an incredible source because it went so in-depth as to what the real role of the men in the 442nd was during WWII. It talked about their battles and had direct quotes from men who fought in those battles. There were many statistics that could be useful. We found this source by searching articles about the 442nd.

Newspaper Articles

McIlvaine, Rob. "442nd Legacy Takes Soldiers from 'Enemy Aliens' to Heroes." *The United States Army*. The United States Army, 31 Oct. 2011. Web. 6 Jan. 2014.

This article was very helpful to our research process because it had interviews from the perspective of three different Japanese Americans who were involved with the 442nd/100th Infantry Battalion. They spoke about what their lives were like and their first-hand experiences and it gave us a lot of good information on what being part of the 442nd/100th was really like.

Molotsky, Irvin. "Senate Votes to Compensate Japanese-American Internees." *The New York Times* 21 Apr. 1988: n. pag. *New York Times Archives*. Web. 7 Mar. 2014.

This was a very useful newspaper article as it came from the actual time when this decision was made by the Senate. It helped us when we were thinking about the reparations part of our project, and it also provided us with necessary information when writing captions. It was sent to us by a staff member of the WWII museum.

Songs

Jake Shimabukuro. *Go For Broke*. Hitchhike Records, 2010. CD.

We were sent a CD in a giant box by Hana's uncle Michael Yaguchi, along with 16 pounds of books, movies, audio recordings, photos, and artifacts. Japanese ukulele artist, Jake Shimabukuro, dedicated this song to the 100th and 442nd veterans. While it was not a primary source, it was interesting to hear something so unusual like this.

Websites

"100th Battalion, 442nd Infantry." *Global Security*. John Pike, 2000. Web. 11 Feb. 2014.
<<http://www.globalsecurity.org/military/agency/army/100-442in.htm>>

This website had extremely good information on the 442nd and 100th because it had a lot of information about the battles that wasn't too long-winded, which was a nice change. It talked about specific dates and places rather than months and countries.

"442nd Regimental Combat Team." *442nd Regimental Combat Team Historical Society*. 442nd Regimental Combat Team Historical Society, 20 Sept. 2012. Web. 14 Mar. 2014.
<<http://www.442.org/home.html>>

This source is extremely useful for info on the 442nd. It had actual documents that were used during the war. It had quotes from generals and many primary sources. The photos on the website showed the men in action. But what was really interesting was that it had letters from the generals and they would be great to add onto our project.

Asaka, Megan. "Resettlement." *Densho Encyclopedia*. 16 Dec 2013, 02:57 PST. 4 Feb 2014, 22:43 <<http://encyclopedia.densho.org/Resettlement/>>.

This source was not hugely significant to our project, however it did help us round out our knowledge and learn more about how the story concluded and how the Japanese were resettled after WWII was over. There were some interesting points about rights and responsibilities that we took into consideration when writing our captions.

Bearden, Russell E. "Japanese American Relocation Camps." *The Encyclopedia of Arkansas History & Culture*. Web. 21 Nov. 2013.
<<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=2273>>

This was an interesting article to read because it gave us some insight into what internment camp was like, along with hinting at possible rights and responsibilities issues that had to do with the incarceration. It didn't have much of a connection to any primary sources, however. It did provide a lot of useful information for our project.

"Civil Rights: Japanese Americans." *PBS*. PBS, Web. 11 Jan. 2014.
<http://www.pbs.org/thewar/at_home_civil_rights_minorities.htm>

This source was very useful to look at Pearl Harbor as a story line. It has a little bit of info on Pearl Harbor but it really focused on what happens after the attack. It talks about the announcement of what the Japanese in America had to do.

“Conditions at Japanese Internment Camps.” 2014. *The History Channel website*. Jan 8 2014, 2:55 <http://www.history.comhttp://www.history.com/speeches/conditions-at-japanese-internment-camps>.

This was another useful source because it was a clip from a radio show that actually took place during the time period we were studying, making it a primary source. The person who was speaking was a director of the War Relocation Authority, which meant that what he said had real meaning and significance to the topic. It spoke a lot of rights, and how he felt that it was unfair for the Japanese— ⅔ of which were American citizens— to be packed away like that.

"Dachau Liberated." *History.com*. A&E Television Networks, 1996. Web. 06 Jan. 2014. <<http://www.history.com/this-day-in-history/dachau-liberated>>

This source was good because it had a brief summary of what Dachau was and what it was used for, and also what happened during the liberation. There weren't very many details, so we would have to find more sources but overall it was a good source. We found it by searching up 'the liberation of Dachau' on Google.

"Dachau." *History.com*. A&E Television Networks, 1996. Web. 05 Jan. 2014. <<http://www.history.com/topics/world-war-ii/dachau>>

This source was extremely detailed in terms of Dachau and what happened there during the Holocaust but was not detailed in terms of the liberation and didn't mention the 442nd, so it was not as useful of a source as it could have been. It had good background information on Dachau.

Densho Encyclopedia Contributors. "Japanese American Evacuation Claims Act." *Densho Encyclopedia*. 19 Mar 2013, 18:43 PDT. Web. 6 Feb 2014, 18:46 <<http://encyclopedia.densho.org/Japanese%20American%20Evacuation%20Claims%20Act/>>.

This article really helped us learn more about the reparations or the 'what came after' of our project. It was very specific but it let us know more about the rights and responsibilities issues that took place during the event. We also found this through Densho encyclopedia.

Densho Encyclopedia Contributors. "522nd Field Artillery Battalion." *Densho Encyclopedia*. 10 Aug 2013, 02:28 PDT. Web. 6 Feb 2014, 18:50 <<http://encyclopedia.densho.org/522nd%20Field%20Artillery%20Battalion/>>.

This article was extremely helpful with learning about the distinction between the 522nd and the 442nd as a whole. It also went more into detail about the liberation of Dachau, which really helped us on the right-hand side of our project. We found it through Denso encyclopedia.

"Facts About the 442nd." *442nd Regimental Combat Team*. 442nd Regimental Combat Team Historical Society, Web. 18 Feb. 2014. <<http://www.the442.org/aboutus.html>>

This was a very useful source for some quick information about the 442nd. It helped us with basic facts and gave us some ideas about rights and responsibilities.

Garraty, John. "Japanese-American Relocation." *History.com*. Ed. Eric Foner. A&E Television Networks, 1991. Web. 13 Mar. 2014. <http://www.history.com/topics/world-war-ii/japanese-american-relocation>

This was a useful video with a lot of basic information and visual imagery that really helped us visualize what our project should look like. We found it by searching "Japanese-American Relocation" into Google and we had already found a few articles and videos from History.com so we knew it would be useful.

Imai, Shiho. "Korematsu v. United States." *Denso Encyclopedia*. 19 Mar 2013, 18:59 PDT. Web. 4 Feb 2014, 04:49
<<http://encyclopedia.densho.org/Korematsu%20v.%20United%20States/>>.

The Fred Korematsu case was one of the main contributors to our third panel, which was about reparations and the 'what came after' of the Japanese incarceration during World War II. There were a lot of amazing quotes that had to do with rights and responsibilities from both the Supreme Court judges and Korematsu himself, which were great for our captions.

"Japanese American Veterans Association." *Japanese American Veterans Association*. Web. 07 Apr. 2014. <<http://www.javadc.org/>>

This website educated us on Terry Shima, a member of the 442nd, that we interviewed. It helped us sound more professional for our interview. We wanted to be prepared prior to speaking with Mr. Shima about his role in the war and his view of rights and responsibilities.

"Japanese Internment in America Video." *History.com*. A&E Television Networks, Web. 19 Nov. 2013. <<http://www.history.com/topics/world-war-ii/japanese-american-relocation/videos/japanese-internment-in-america>>

This video was really helpful to us because it gave us a quick overview of Japanese Internment and also included some interviews with people who went through it, which was really helpful to us. We found this source through an internet search on ‘Japanese Internment’ on History.com.

"Medal of Honor." *Go For Broke*. Go For Broke National Education Center, Web. 7 Feb. 2014.

This article was useful for our project because it talked about the Medal of Honor and its Japanese American recipients, which connected with rights and responsibilities because they did not get recognized for their bravery until 2000.

Meyers, Christopher C. "Vosges Mountains (The Lost Battalion)" *PBS*. PBS, Web. 15 Jan. 2014. <http://www.pbs.org/thewar/detail_5225.htm>

This article was really helpful describing each perspective of the sides during that time of war. It was very detailed and it also told all of the reasons for a side's actions. The dates are very clear. This is a very good source for sorting all of the information out.

Niiya, Brian. "Hirabayashi v. United States." *Densho Encyclopedia*. 19 Mar 2013, 18:32 PDT. 4 Feb 2014, 04:30 <<http://encyclopedia.densho.org/Hirabayashi%20v.%20United%20States/>>.

This article was a great summary of the Hirabayashi v. United States court case that took place in 1943. It gave us some great ideas on the rights/responsibilities aspect of the Japanese incarceration and was a large contributor to our right-hand panel, under the section “reparations and consequences.”

Niiya, Brian. "Ex parte Endo." *Densho Encyclopedia*. 19 Mar 2013, 18:13 PDT. 4 Feb 2014, 04:36 <<http://encyclopedia.densho.org/Ex%20parte%20Endo/>>.

Another helpful article on the Ex parte Endo court case. It led us to a link of the full transcription, which was very useful for our project. It helped us think more about the rights/responsibilities aspect of our topic, and we used some general ideas from the case in our final presentation.

Odo, Frank. "442nd Regimental Combat Team." *Densho Encyclopedia*. Densho, 13 Dec. 2013. Web. 8 Jan. 2014. <http://encyclopedia.densho.org/442nd_Regimental_Combat_Team/>

This article had a lot of good information on the 442nd, along with extra sources that we could use for further research. We found it using the Densho Encyclopedia. It was very in-

depth and had pictures that we could use for our project.

Odo, Frank. "100th Infantry Battalion." *Densho Encyclopedia*. Densho, 14 Dec. 2014. Web. 14 Jan. 2014. <<http://encyclopedia.densho.org/100th%20Infantry%20Battalion/>>

This article helped us differentiate between the 100th and the 442nd, how they came together and the significance of the 100th. It gave us a lot of good basic information and helped us piece together ideas about what the real historical importance of the Nisei soldiers was. We found this through Densho encyclopedia.

"Reading: The Question of Loyalty." *Densho: The Japanese American Legacy Project*. Densho and The Board of Trustees of The Leland Stanford Junior University, 2002. Web. 08 Jan. 2014. <<http://densho.org/learning/spice/lesson5/5reading5.asp>>

This was an extremely useful source as it went very in-depth on what the loyalty questionnaire was (yes-yes/no-no) and what the consequences were. It talked a lot about rights and responsibilities, which is precisely what we were looking for in a source as that's the theme of this year's competition. Everything in the source would be useful to our project.

"Reading: The Incarceration Years." *Densho: The Japanese American Legacy Project*. Densho and The Board of Trustees of The Leland Stanford Junior University, 2002. Web. 08 Jan. 2014. <<http://www.densho.org/learning/spice/lesson4/4reading4.asp>>

This source was incredibly useful when it came to the Internment Camps and the things that transpired there. It was very in-depth and used a variety of photos and videos to enhance the content. It also had another list of sources at the bottom for further reading. We found this source through the Densho.

"The Rescue Of The Lost Battalion." *Go For Broke*. Go For Broke National Education Center, Web. 13 Jan. 2014. <<http://www.goforbroke.org/>>

This was a very useful article because it gave an extremely detailed explanation of the rescue of the lost battalion and it explained the events that occurred. We found it on the Go For Broke website after doing a Google search for "the Lost Battalion."

"The 442nd: Rescuing The Lost Battalion." *PBS*. PBS, Sept. 2007. Web. 13 Jan. 2014. <http://www.pbs.org/thewar/detail_5367.htm>

This article/video was extremely useful because while it details the rescue of the Lost Battalion, it also has first-hand accounts of men who actually fought in this battle and

shows their experiences. It was an excellent source and we found it by searching ‘the rescue of the lost battalion’ on Google.

"Timeline of Events." *United States Holocaust Memorial Museum*. United States Holocaust Memorial Council, Web. 24 Jan. 2014. <<http://www.ushmm.org/learn/timeline-of-events/>>

This source was really useful with figuring out a timeline of the liberation of Dachau. At the end of WWII, events happened quickly and it became difficult for to figure out when particular events occurred.

United States Holocaust Memorial Museum. "Dachau." *Holocaust Encyclopedia*. Web. 23 Nov. 2013. <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005214>

This source gave a great overview of Dachau, the Nazi prison camp that the 522nd liberated during World War II. It talked about the prisoners and what happened there, as well as what the American forces encountered when they liberated the prisoners. We found this source using an Internet search for ‘Dachau concentration camp.’ Overall, it was critical to our project because it gave us resources to connect the Japanese Americans to the Holocaust.

"Wartime Hysteria." *Densho: The Japanese American Legacy Project, Digital Archive of Video Oral Histories of Japanese-Americans Incarcerated or Interned during World War II, Japanese-American Stories*. Densho, 1997. Web. 19 Nov. 2013. <<http://www.densho.org/causes/default.asp?path=2hysteria/2hysteria.asp>>

This short interview/webpage was great because it allowed us to hear someone actually speaking about it as opposed to writing about it. This was one of our first sources and it gave us a good idea of what things we wanted to further research. We found it through the Densho website.