Annotated Bibliography

**Primary Sources**

"'A Date Which Will Live in Infamy'" *National Archives and Records Administration*. National Archives and Records Administration. Web. 16 Mar. 2014. <http://www.archives.gov/education/lessons/day-of-infamy/>.

These source was definitely valuable to our website. This source is from the United States Archives and provides a picture of President Roosevelt signing Executive Order 9066, a crucial moment for our topic. Also, President Roosevelt’s handwritten copy of “A Day in Infamy” speech was also present, which added a great extra to our site.

Brimner, Larry Dane. *Voices from the Camps: Internment of Japanese Americans during World War II*. New York: F. Watts, 1994. Print.

This print source is an essential to our research. It provides primary source accounts of life in the internment camps. We can use this to show the emphasis on how real these experiences were. Also, this print source contains various versions of accounts of people in the camps. This can be beneficial for us since it will allow us to compare and contrast the different treatments if there were any.

"Executive Order 9066." *Executive Order 9066*. Web. 17 Mar. 2014. <http://www.du.edu/behindbarbedwire/executive\_order\_9066.html>.

This digital image is crucial to our display of Executive Order 9066. It completely and clearly outlines the main idea of this order.

"February 1942Executive Order 9066." *February 1942*. Web. 18 Mar. 2014. <http://bancroft.berkeley.edu/collections/jais/timeline\_event\_feb42.html>.

This source contained some of the most primary sources in our whole website. It was crucial for supporting our thesis with images from newspaper clippings and articles that existed during that time.

Harth, Erica. *Last Witnesses: Reflections on the Wartime Internment of Japanese Americans*. New York: Palgrave for St. Martin's, 2001. Print.

This primary source provides first-hand experiences of the Japanese Americans in detention camps. It compels the reader to question the feasibility of this occurring again. It is a compilation of memoirists, authors, scholars and poets. Along with a glimpse into camp life, it seeks to find ways of constructing a better future.

*Japanese-American Internment Camps*. Digital image. *Farrit*. Idaho Commission for Libraries, 4 Dec. 2012. Web. <http://farrit.lili.org/node/94>.

This primary source shows an image of Japanese American children playing in an internment camp in Idaho. Most people in this camp came from Seattle and Portland. Ten thousand people were interned in this camp. It gives a clear visual of the tar-paper barracks that they stayed in.

"Japanese Internment Camps War Relocation Authority Photos | Public Intelligence."*Public Intelligence*. Web. 17 Mar. 2014. <https://publicintelligence.net/japanese-internment-camps-war-relocation-authority-photos/>.

These digital images provided great visuals to our site. They did an excellent job of highlighting what the internment camps looked like.

*Jerome-Arkansas-Internment-Camp*. Digital image. *Panjamadeen*. N.p., 2007. Web. 6 Oct. 2013. <http://www.pajamadeen.com/tag/manzanar/page/2>.

This primary source gives detailed accounts of the darker side of Japanese American internment. Alongside unique visuals it also covers the racist overtones of the internment. The similarities between German concentration camps and American concentration camps are shown. It also covers interment camps of Hawaii.

*Location of Camps*. Digital image. *Japanese American Internment Camps*. N.p., n.d. Web. 6 Oct. 2013. <http://www.mtholyoke.edu/~matsu22k/classweb/index2c.html>

This source covers many images of the internment camps. It includes a map and other statistics of each camp. It shows the sparse belongings and living conditions within the camps. The camps were fashioned after military camps.

*Madison Public Schools: Mr. Alberino: Internment Camp Webquest*. Digital image.*Madison Public Schools: Mr. Alberino: Internment Camp Webquest*. Web. 15 Mar. 2014. <http://www.madison.k12.ct.us/page.cfm?p=10058>.

This source was extremely helpful. It provided primary documents, which we used extensively throughout our website. Also, the source itself was credible, ensuring that the pictures are real.

*Posted Japanese American Exclusion*. Digital image. *National Archives and Records Administration*. 9 July 2010. Web. 6 Oct. 2013. <http://commons.wikimedia.org/wiki/File:Posted\_Japanese\_American\_Exclusion\_Order.jpg>.

This is considered a primary source because it is a picture of something taken during that time. This is clearly demonstrates a parallel to Nazi Germany, though less extreme. We will be able to use this sign as a comparison between the Japanese American internment camps and the German concentration camps. The visual image provides emphasis on the reality of what took place.

"President Franklin Roosevelt Signs Executive Order 9066 on February 19, 1942."*HistoryLink.org*. Web. 18 Mar. 2014. <http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file\_id=310>.

We decided to use this source to provide a visual impact of President Roosevelt and Executive Order 9066. We feel it ties together nicely with the information from our website.

**Secondary Sources**

"Abraham Lincoln High School Oral History Project." *Abraham Lincoln High School Oral History Project*. N.p., n.d. Web. 27 Oct. 2013. <http://www.alhsoralhistoryproject.org/word\_press/home/immigration-interviews/sato-hashizume/>.

This source tells us about internment camps in the United States. This tells us the conditions that they have. This can be used in our project when describing Japanese internment camps.

"FARRIT." *Japanese-American Internment Camps in Idaho and the West, 1942-1945*. N.p., n.d. Web. 27 Oct. 2013. <http://farrit.lili.org/node/94>.

This source tells us the general scenario of WWII, and why the United States would put their own people in internment camps. It tells us their reasons and why they justified it. This source is very good in telling us the general reason.

"INTRODUCTION." *JOURNALS FROM A JAPANESE INTERNMENT CAMP*. N.p., n.d. Web. 27 Oct. 2013. <http://www2.maxwell.syr.edu/plegal/crit6/quezadawq1.html>.

This source will mainly be used to describe the conditions of the internment camps the Japanese were sent to. This shows what they did and how the conditions were like there. We can use this to formulate opinions on what we think it should have been.

"Japanese Internment Camps." *ThinkQuest*. Oracle Foundation, n.d. Web. 27 Oct. 2013. <http://library.thinkquest.org/TQ0312008/bhjic.html>.

The overall theme of rights and responsibilities can be inferred using the stories of the Japanese felt during the camps, and if was justified or not.

"Japanese Internment in America Video." *History.com*. A&E Television Networks, n.d. Web. 27 Oct. 2013. <http://www.history.com/shows/wwii-in-hd/videos/japanese-internment-in-america>.

We need to use this source to demonstrate how the Japanese Americans were treated after the bombing of Pearl Harbor. It gives us key details which will be essential for our descriptions. This source discusses main information but does not provide many specifics. We will have to keep this in mind when using this source.

"Race Relations on the Home Front." *Race Relations on the Home Front*. Web. 27 Oct. 2013. <http://www.fasttrackteaching.com/burns/Unit\_10\_WW2/U10\_race\_issues.html>.

This source has personal accounts as well as a different aspect on the Japanese Americans during WWII. It provides us with various accounts of Japanese Americans and their struggles. We can use this source for to emphasize how realistic these conditions were and why they existed. This will help us when we need personal accounts.

Smith, Dinitia. "Photographs of an Episode That Lives in Infamy." *The New York Times*. The New York Times, 05 Nov. 2006. Web. 17 Mar. 2014. <http://www.nytimes.com/2006/11/06/arts/design/06lang.html?\_r=1&>.

This article from the “New York Times” does a superb job summarizing the treatment in the internment camps. It also provides some valuable digital images, which we took advantage of.

"What I Didn’t Learn in School: The Japanese Internment During WWII." *Much Love Joy*. N.p., n.d. Web. 27 Oct. 2013. <http://joycherrick.com/?p=108>.

This source describes how Japanese internment was a method of national security, and nothing else. It tells us about the conditions and what the Japanese had to face when they were sent away from their homes. Not only did they have to leave their property, they lost their property. It was taken away from them and most of their possessions were taken as well.