

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Bob Uyeyama	bob_uyeyama1.mov	3:13	12:43:35	12:46:16	Executive order 9066, forced removal, and detention center in Fresno. CA.	both World and U.S History during WWII unit. Can use in 9th grade English biographical incident essay or personal account.
Bob Uyeyama	bob_uyeyama2.mov	2:26	12:51:25	12:53:56	Loyalty oaths and "No, No's" can compare to loyalty oaths during the McCarthy trials. Dad was taken to Tule Lake Detention Center for not signing oath. Dad was separated from Family until the end of the war.	World and U.S History
Bob Uyeyama	bob_uyeyama3.mov	2:02	12:54:11	12:56:14	Released from camp and sent back to their homes with \$25, everything was taken away, home and farm was gone, lived in Camp Kohler near McClellan Air Force base, lived at Japanese Methodist Church.	Character Ed, History, Language Arts
Bob Uyeyama	bob_uyeyama4.mov	1:13	12:56:21	12:57:35	School experience when they returned to Florin from camp and his former friends would not accept him.	Character Ed, History, Language Arts
Bob Uyeyama	bob_uyeyama5.mov	:27	12:59:07	12:59:35	Starting all over from scratch. They had nothing.	Character Ed, History, Language Arts
Bob Uyeyama			12.40.50	12.42.29	Pre-interview stuff	
Bob Uyeyama			12.42.29	12.49.43	Sent to Fresno in first grade, stayed in a roofless barracks with hot asphalt floor, food was adequate but not great , latrines were not separate you sat on a long wooden seat, had a toy library for the children at the camp where a red scooter was his favorite toy,	Elementary students so they could understand children in the camp
Bob Uyeyama			12.42.30	12.43.32	Describes how old he was and gives family info, describes date of Pearl Harbor and executive order 9906	good personal account of what it was like before Pearl Harbor was bombed.
Bob Uyeyama			12.47.56	12.49.00	Talks about toy library and his favorite toy (red wagon)	elementary level
Bob Uyeyama			12.49.07	12.51.23	Family is transported from Fresno to Arkansas in October 1942 when permanent camps were ready. Describes what it was like once there.	both World and U.S History during WWII unit. Can use in 9th grade English biographical incident essay or personal account.
Bob Uyeyama			12.49.43	12.51.31	Transferred to Jerome, Arkansas where he saw snow for the first time , snakes were there too, swam in bayou, caught fireflies, chiggers were an annoyance	Science, Elementary, Geography
Bob Uyeyama			12.57.40	12.59.36	Principal of the elementary school , Mrs. Romer bought supplies and stored their furniture for them- her son made her sell the furniture because students at Elk Grove High School called him a "Jap Lover"	History, Language Arts. Character Ed.
Bob Uyeyama			12.59.36	13.00.40	Interview questions	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Bob Uyeyama			13.00.40	13.04.13	People made the best of being in camp, children made up games to play so they would not have to go home to the barracks at night-nothing to do, adults took up crafts making things out of natural materials they found at camp	Art, Language Arts, History,
Bob Uyeyama			13.04.13	13.05.43	If the young people were 18 they could leave and get employment outside the camp, some of the people never came back to their original home areas because they thought the larger cities offered more opportunities.	Language Arts, History,
Christine Umeda	christine_umeda1.mov	3:07	8.25.31	8.28.46	Shares memory from assembly center. As a child of 4, she came down with pneumonia and was taken -screaming - from her family to an infirmary and then a hospital - no family allowed to accompany her.	5th grade - Journey to Topaz;8th grade Holt unit
Christine Umeda	christine_umeda2.mov	1:00	8.28.46	8.29.52	Talks about impact of incarceration on her memory. Has blocked much of that experience.	5th grade - Journey to Topaz;8th grade Holt unit, high school psychology; 11th US History
Christine Umeda	christine_umeda3.mov	3:44	8.29.52	8.33.39	Family signed loyalty oath and were therefore sent out of Tule Lake and on to Topaz. Shares memories of being a child in Topaz, such as singing "Don't Fence Me In" for a talent show. Returned to Topaz as an adult and saw picture of her father. Refers to "outsiders" in the photo.	5th grade - Journey to Topaz;8th grade Holt unit, 11th US History
Christine Umeda	christine_umeda4.mov	2:02	8.33.39	8.35.53	Reflects on how fortunate her family was to have a house to return to, despite having a bit of a struggle getting tenents out. All the family possessions they had stored in the adjoining barn had been vandalized.	5th grade - Journey to Topaz;8th grade Holt unit, 11th US History
Christine Umeda	christine_umeda5.mov	:58	8.35.53	8.36.48	Tells of the return train trip and the generosity of a soldier.	5th grade - Journey to Topaz;8th grade Holt unit, 11th US History
Christine Umeda	christine_umeda6.mov	:50	8.38.23	8.39.14	Describes her easy transition back (despite being placed in 1st grade rather than 2nd). Her sisters were a bit more apprehensive.	5th grade - Journey to Topaz
Christine Umeda	christine_umeda7.mov	1:41	8.39.46.18	8.41.28	Talks about crowded living conditions at her home during the years following their return. A child's perspective was probably different than an adult's. "It was a different time."	5th grade - Journey to Topaz;8th grade Holt unit, 11th US History
Christine Umeda			8.23.45	8.24.16	Pre-interview talk	
Christine Umeda			8.24.17	8.25.26	Explains family history. Parents first to farm in a delta town, then bought a home in Sacramento 25th at 45th Ave). Family of 7 children. Returned to same house after the war.	
Christine Umeda			8.36.48	8.38.23	Talks about the kindness of one soldier on their return trip.	5th grade - Journey to Topaz;8th grade Holt unit, 11th US History
Christine Umeda			8.39.14	8.39.46	Old homestead no longer exists. It was torn down after her father died.	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Christine Umeda			8.41.28	8.41.49	Elaborates on it being a "different time."	5th grade - Journey to Topaz;8th grade Holt unit, 11th US History
Christine Umeda			8.42.49	8.43.20	Talks about the importance of recording our stories (oral histories). Wishes she had captured her mother's stories.	5th grade - Journey to Topaz;8th grade Holt unit, 11th US History, 11th grade LA
Frank Kageta	frank_kageta1.mov	:58	7.05.26	7.06.24	Born in Florin, background information.	Predjuice, background information
Frank Kageta	frank_kageta2.mov	1:38	7.06.54	7.08.32	Talks about the first time he understood he was not a white boy, and normal like everyone else.	Predjuice, background information
Frank Kageta	frank_kageta3.mov	1:16	7.12.46	7.14.03	Time at Tule Lake.	World History
Frank Kageta	frank_kageta4.mov	3:40	7.14.30	7.18.11	Signing or not signing the Loyalty Oath.	World History
Frank Kageta			7.07.00	7.11.00	Frank talking about high school, and how he worked on a farm. How he had to sell everything, and gave the car away.	life in camp and the farms
Frank Kageta			7.11.00	7.44.00	Frank talked about the war and how was sent Italy to fight and was in a big battle. War life. How he didn't understand he was a prisoner in the camps.	Life in war
Frank Kageta			7.43.00	7.59.00	Frank did not like Loomis, and how they had NO JAP signs, and how he felt some prejudice towards others when he returned.	Predjuice, background information
Frank Kageta			7.58.00	7.59.00	Frank was very difficult to understand and follow , would not use at this time.	
Gary Shiota	gary_shiota1.mov	1:53	2.56.00	2.58.00	Origin of his first name and meaning of last name.	symbolism, primary sources, identity
Gary Shiota	gary_shiota2.mov	2:32	2.29.48	2.32.12	Loyalty Questionnaire (27th and 28th Questions); Consequences of varying responses.	US History 11 - World War II Standard (7.5)
Gary Shiota	gary_shiota3.mov	5:55	2.45.45	2.51.10	Re-up for the military; sent to language school in Monterey to be a Japanese interpreter for US military; Sent to Tokoyo prison (Sukagawa?) interpreted for Tojo's wife; Admin Toshido; worst experience telling a woman of her husband's execution; describes other duties he performed.	US History Standard Post WWII Standard (Rebuilding Japan) World History

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Gary Shiota			2.21.42	2.23.20	Japanese family decision-making	Cultural Studies
Gary Shiota			2.23.20	2.25.15	Japanese immigration; History of Japan	Immigration to the US
Gary Shiota			2.25.15	2.26.22	Mother talks about his nationality	Not useful, difficult to understand
Gary Shiota			2.26.22	2.29.18	American identity; feeling betrayed by government; block meetings in the camps for young males regarding the loyalty questionnaire.	Information is repeated more clearly in the next portion of the video
Gary Shiota			2.32.18	2.33.44	Closing the camp; drafting of Japanese from camps	US History 11 - World War II Standard (7.5)
Gary Shiota			2.33.45	2.35.26	Experience of Japanese draftees; Japanese not sent to the Pacific theater.	US History 11 - World War II Standard
Gary Shiota			2.35.26	2.36.38	Interactions between Okies and the Japanese (in California)	
Gary Shiota			2.36.50	2.38.04	Interactions between Okies and the Japanese (in the relocation camps)	
Gary Shiota			2.38.04	2.41.00	Humid weather, many peers, teachers, only had military to look forward to, liked history, brother told him they wldn't hire Japanese teacher	rambling
Gary Shiota			2.41.00	2.43.09	Interest in girls, became headman when other males went into the service	US history - teens in WW II
Gary Shiota			2.43.10	2.44.05	parents losing control in camps	breakdown of family structure Standard 7.5internment camps
Gary Shiota			2.51.11	2.57.26	Experience after leaving the military; personal family history; anecdotes about friends.	not applicable
Gary Shiota			2.55.30	2.56.00	final thoughts about life in camp and military	historical context

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Gary Shiota			2.58.00	2.58.37	"you'll have an awful lot of editing"	for gail
Heidi Sakazaki	heidi_sakazaki1.mov	1:11	5.38.22	5.39.50	Parents reaction to Pearl Harbor. She burned all items from Japan, she didn't want to seem Patriotic to Japan.	Journey to Topaz
Heidi Sakazaki	heidi_sakazaki2.mov	:58	5.39.51	5.41.29	Parents had to abandon their crop, bank accounts were frozen, sell everything- \$5 for his car.	Journey to Topaz
Heidi Sakazaki	heidi_sakazaki3.mov	1:46	5.41.30	5.42.47	Neighbor in hometown who was called a Nazi for helping Heidi's family.	"
Heidi Sakazaki	heidi_sakazaki4.mov	1:00	5.59.00	6.00.00	How even though she was in the Tule Lake Camp, that she really expressed how The United States was a very powerful country, and yet in her words "Our Constitution was violated. It is improtant that our constitution is upheld, and even though it is a peice of paper, it is up to all of us to uphold it." THIS WAS A POWERFUL STATEMENT	OC - Unit 4 American Rev. SS- government, Deceloration of independence and civil rights.
Heidi Sakazaki	heidi_sakazaki5.mov	:48	6.01.12	6.02.00	What happened when she and her family left the camp.	How people take advantage of poor situations.
Heidi Sakazaki	heidi_sakazaki6.mov	:40	6.02.16	6.02.56	The family was offered a job in a canning company, and they pealed tomatoes for \$.10 a bucket and that it was very difiult work. To make a bucket took all day. She felt it was useless.	How people take advantage of poor situations, and can allow certain races to be abused. LIKE slave labor.
Heidi Sakazaki	heidi_sakazaki7.mov	1:00	6.07.12	6.08.12	Importance for people to know about the interment camps and a race can be targeted. It was just like when 9/11 happened, our country started targeting muslims, and we as people needed to make sure that this didn't happen again.	History can not repeat itself, or how history will repeat itself.
Heidi Sakazaki			5.31.10	5.33.30	Father's background, (work), travels from US to Japan, paying off his grandfather's debts.	"
Heidi Sakazaki			5.33.31	5.34.00	Mother's background,	
Heidi Sakazaki			5.34.01	5.35.20	Heidi's early life, school.	"
Heidi Sakazaki			5.35.21	5.37.06	Mother's education,	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Heidi Sakazaki			5.37.07	5.38.21	Discrimination in her hometown.	
Heidi Sakazaki			5.42.48	5.44.06	Classmate was Italian and also a suspect. Heidi had a good " teacher who was compassionate.	
Heidi Sakazaki			5.44.07	5.45.19	Teacher controlled all prejudice, Heidi was a "victim" in that way. It was a small school.	
Heidi Sakazaki			5.45.20	5.47.36	Camp education/ quality. Her education was pretty good, a " lot of teachers were Japanese.	
Heidi Sakazaki			5.48.51	5.49.34	Pressure from Pro-Japan groups in the camps to demonstrate loyalty to Japan by wearing white bands and returning to Japan.	World and US History: Life and politics in the camps.
Heidi Sakazaki			5.49.34	5.50.59	pauses and questions	NA
Heidi Sakazaki			5.50.59	5.52.51	A positive/negative experience in the camp: Positive- making good friends, and learning skills. Negative- losing possessions and loss of hope for the future.	World and US History
Heidi Sakazaki			5.52.55	5.53.53	Asians excluded from land ownership (maybe edit out the second question at 5:53:25)	World and US History: Land Act of 18??
Heidi Sakazaki			5.54.04	5.59.08	Life in Tule Lake: Japanese Loyalists in camp. Kieba born in US, educated in Japan	World and US History: WWII
Heidi Sakazaki			6.01.18	6.03.19	Having a job on the outside got you early release from the Internment camp. Worked peeling tomatoes and in a potato shed, and domestic work in Salt Lake City.	World and US History: Employment opportunities for Japanese Americans after WWII
Heidi Sakazaki			6.03.19	6.07.13	pauses and questions	NA
Heidi Sakazaki			6.07.13	6.08.12	What she feels students should know about the Japanese internment and how it relates to 9-11. (repetition of history) END OF INTERVIEW	World History and Government, and English 11 American Dream theme.
Jack Uyeyama	jack_uyeyama1.mov	1:22	7.59.52	8.01.13	Jack describes growing up in Sheldon. Father farmed 10 acres of strawberries. Talks about depression era prices.	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Jack Uyeyama	jack_uyeyama2.mov	1:57	8.01.58	8.03.55	Pearl Harbor attack and relocation to Fresno Assembly Center.	
Jack Uyeyama	jack_uyeyama3.mov	1:49	8.04.00	8.05.48	Mentions how good the food was at the Assembly Center.	
Jack Uyeyama	jack_uyeyama4.mov	2:31	8.06.47	8.09.19	Discusses the 10 relocation camps.	
Jack Uyeyama	jack_uyeyama5.mov	:51	8.09.33	8.10.24	10,000 Japanese Americans in Jerome Camp.	
Jack Uyeyama	jack_uyeyama6.mov	1:11	8.17.10	8.18.22	Banks foreclosed on many property since wages were very low in the camp.	
Jack Uyeyama	jack_uyeyama7.mov	:57	8.18.53	8.19.51	Jack no longer eats fresh strawberries because of eating them so much as a kid.	
Jack Uyeyama	jack_uyeyama8.mov	2:03	8.19.53	8.21.56	He and his six brothers served in the US Army. Mother would be proud.	
Jerry Enomoto	jerry_enomoto4.mov	4:46	0.13.25	0.18.10	Redress Bill of 1988 and JACL. Why was Redress Bill successful? Jerry's role in JACL Ed. Committee.	
Jerry Enomoto	jerry_enomoto5.mov	:56	0.20.40	0.21.38	Similarities to Japanese internment and today.	
Jerry Enomoto	jerry_enomoto6.mov	1:18	0.21.45	0.23.09	Greatest challenge Jerry faced. Growing up faster than normal.	
Jerry Enomoto	jerry_enomoto7.mov	1:18	0.23.46	0.25.14	Jerry describes cultural self-esteem and confidence.	
Jerry Enomoto	jerry_enomoto1.mov	1:52	0.03.40	0.05.35	FDR's war message is a strong memory. Non Japanese students were supportive of Japanese.	
Jerry Enomoto	jerry_enomoto2.mov	2:19	0.05.43	0.08.04	Curfew. Ex. Order 9066 preparation: gather all you can carry. Ex. Order 9066 led to temporary housing at the race track.	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Jerry Enomoto	jerry_enomoto3.mov	1:50	0.08.20	0.10.29	Physical description of Tule Lake Relocation Center. Jerry's Family: "I was the man of the family."	
Jerry Enomoto			0.01.20	0.02.30	Born and raised in San Francisco.	
Jerry Enomoto			0.02.40	0.03.35	Parents immigrant experiences were not typical.	
Jerry Enomoto			0.10.55	0.13.12	First Japanese American to receive State Department appointment.	
Jerry Enomoto			0.18.20	0.20.40	Lessons of passing the Redress Bill.	
Jim Tanaka	jim_tanaka1.mov	2:20	13.34.59	13.37.10	What happened after the Pearl Harbor attack; restrictions; contraband confiscation; curfew; impact on family farm.	US History 11 - World War II Standard
Jim Tanaka	jim_tanaka10.mov	4:16	14:09:45	14:13:56	Scariest experience in war, 442 & 100 in Italy and N. Africa, resilience of military on battlefield.	US History Curric 7.3
Jim Tanaka	jim_tanaka11.mov	3:23	14:25:08	14:28:30	Japanese-Peruvians incarcerated in Texas to be exchanged for American POWs, passports taken away, Crystal Lake Camp described.	WW II, globalization
Jim Tanaka	jim_tanaka12.mov	1:06	14:22:03	14:23:00	Talks about the constitution, how the constitution did not fail him, the elected officials failed him. How important his vote was.	Voting, Constitution, elected officials
Jim Tanaka	jim_tanaka2.mov	1:35	13.37.27	13.39.10	Evacuation to assembly center; construction; communal facilities; cold water	US History 11 - World War II Standard (Life in the camps)
Jim Tanaka	jim_tanaka3.mov	1:33	13:39:10	13:40:45	Family structure breaks down in the camps	US History 11 - World War II Standard (Life in the camps)
Jim Tanaka	jim_tanaka4.mov	1:28	13:41:16	13:43:05	One suitcase (what would you take to the camps); loss due to theft after evacuation	US History - World War II Standard
Jim Tanaka	jim_tanaka5.mov	2:05	13:44:03	13:46:00	Mischief at Tule Lake; one finger salute; seagulls painted with the rising sun; agitating the guards	US History - World War II Standard (teen life in the camps)

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Jim Tanaka	jim_tanaka6.mov	3:00	13:46:20	13:49:39	Loyalty Questionnaire (27th and 28th Questions); Caused tension and fights; renounce citizenship, "no-no" camp and the "no no boys"	US History - World War II Standard
Jim Tanaka	jim_tanaka7.mov	2:38	13:50:01	13:53:00	Drafted to Topaz, Utah; all were communal; all camps had 3 things in common; description of dust flying throughout the camps	TCI on Japanese Internment Artists
Jim Tanaka	jim_tanaka8.mov	3:13	13:57:52	14:01:00	Army ; segregated units; 100th and 442nd battallions; training; no one wanted responsibility for the troops; detailed information about the segregated units	US History - World War II Standard
Jim Tanaka	jim_tanaka9.mov	1:02	14:05:50	14:06:43	Couldn't get a good job because he wasn't not allowed in union/strikebreaking led to union membership.	Us History post WWII Curric Stand 8 & Curric Standard 2 on Labor
Jim Tanaka			13.32.00	13.34.20	Life before Pearl Harbor; Growing up in Sacramento; Truck Farm.	Local History
Jim Tanaka			13.34.19	13.39.53	Life after the Depression and before camps	RS 3.12 9-10: historical context
Jim Tanaka			13.34.19	13.34.58	description of Sac. Area in 1930's and 1940's	geography?
Jim Tanaka			13.39.54	13:40:35	Doing nothing in the camps for three weeks	US History 11 - World War II Standard (Teen Life in the Camps)
Jim Tanaka			13.40.47	13.41.15	Role of brothers (Japanese family structure)	Cultural Studies
Jim Tanaka			13.43.04	13.44.03	Tule Lake Description	Not useful, difficult to understand
Jim Tanaka			13.53.00	13.55.25	Communal living; cold water	Not useful, difficult to understand
Jim Tanaka			13.55.26	13.57.50	Stay in school; GI Bill; trade school after the war	Not useful, difficult to understand
Jim Tanaka			14.01.00	14.04.38	Recruitment strategy; martial law in MI camp; conflict between mainland Japanese and the Hawaiians.	Good story, but may be too advanced for students.

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Jim Tanaka			14.05.00	14.05.49	Still scared, hassled after war '46 '47	less useful
Jim Tanaka			14.06.40	14.20.00	How he got a job in the union, because workers were on strike. Talked about how prejudice people still were towards Japanese people, then went right into what it was like in the war. Lots of cursing, and shooting in this video.	all the true prejudice that was showned
Jim Tanaka			14.06.58	14.08.10	Married '51, realtor won't sell house to Japanese-American, driveby shooting & arson	US History Curric Stand 8
Jim Tanaka			14.08.11	14.09.03	Good Caucasians: Tsukomoto and Placer farms returned in good shape by neighbors	US History - WW II (schindler's list parallel)
Jim Tanaka			14.14.23	14.16.25	patience in war example - filling canteen one drop at a time; then how soldiers disposed of materiel as war neared end	US History WW II Standard 7.3
Jim Tanaka			14.16.35	14.18.10	compared to Korean and other recent wars at least in WWII you knew the enemy and front line	CA Hist & Soc Sci standards - connections
Jim Tanaka			14.18.11	14.24.12	stay in school/VOTE	rambling
Jim Tanaka			14.20.00	14.20.51	Stay in school, how all of his children have great jobs, and educated. Work ethics.	How important education really is.
Jim Tanaka			14.28.54	14.30.45	Experience of No No boy who returned to Japan, scarcity of food, back to America, went to UCB as alien, citizenship not restored til after Korean War service	WW II, post WWII
Joyce Takahashi	joyce_takahashi1.mov	1:51	13:17:44	13:19:10	Paying respects to Lincoln in Washington DC, 6 months later Pearl Harbor is bombed and she is angry someone has bombed her country.	
Joyce Takahashi	joyce_takahashi2.mov	:47	13:19:36	13:20:23	Getting ready for camp. Mother brought sewing machine to camp.	
Joyce Takahashi	joyce_takahashi3.mov	:55	13:20:23	13:21:18	Reporting to camp. Going to the mess hall with dishes.	
Joyce Takahashi	joyce_takahashi4.mov	1:19	13:23:04	13:24:23	Going to Topaz - secret operation.	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Joyce Takahashi	joyce_takahashi5.mov	2:15	13:25:09	12:27:24	Mother's family Christmas card. Joyce reads the letter which describes the camp hospital at Topaz.	
Joyce Takahashi	joyce_takahashi6.mov	1:22	13:29:41	13:31:03	Coming back from camp.	
Joyce Takahashi	joyce_takahashi7.mov	:35	13:31:17	13:31:51	Joyce reflects on how she was shielded from problems and concerns by her parents.	
Joyce Takahashi			13.11.45	13.14.29	History of father's family.	
Joyce Takahashi			13.14.30	13.17.42	History of mother's family.	
Ken Ouchida	ken_ouchida1.mov	1:11	12:01:09	12:02:30	Camp - Remembering the food he was served at camp.	
Ken Ouchida	ken_ouchida2.mov	2:40	12:08:50	12:11:02	Camp and returning from camp to Elk Grove High School. How hard it was being Japanese at Elk Grove High School.	
Ken Ouchida	ken_ouchida3.mov	1:05	12:11:53	12:13:07	Grandfather died in camp due to doctors moving to the East Coast for work.	
Ken Ouchida	ken_ouchida4.mov	1:42	12:13:08	12:14:55	Ken talks about his grandfather on his mother's side of the family--remembers the games they played in camp.	
Ken Ouchida	ken_ouchida5.mov	1:07	12:14:59	12:16:14	Uncle with the 442nd - mother used to let him read the letters send from his uncle in the army. Uncle was fighting to make it easier for them at home.	
Ken Ouchida	ken_ouchida6.mov	1:07	12:18:17	12:19:50	More stories he remembers from his uncles' letters. Stories about fellow servicemen who had relatives from Hawaii who would send "goodies" in their packages from home because they were not put in camps.	
Ken Ouchida			12.03.30	12.06.40	Talking about school and the beds in camp - made of hay and they stunk.	
Ken Ouchida			12.06.40	12.08.49	Talking about Mary Tsukamoto - a story with her and her row boat.	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Ken Ouchida			12.11.03	12.11.35	College - Berkeley. Great experience at pharmacy school.	
Ken Ouchida			12.16.15	12.18.06	Uncle's friend who was half Japanese half caucasian who was killed in combat. Ken talks about how this impacted his uncle and their ability to see movies together.	
Ken Ouchida			12.20.03	12.23.59	Talks about how he got himself into the army rather than being drafted, so he could pick the branch he went into. Also talks about his experiences with food in the military.	
Kiyo Sato-Nunnelly	kiyo_sato1.mov	2:00	27.22.00	29.25.00	Childhood life, born near Florin, started first grade with 60 students, born 1923.	
Kiyo Sato-Nunnelly	kiyo_sato2.mov	2:24	29.26.00	31.38.00	Executive Order came up, going on the "Big Trip", mother helped the children coop with the situation, mother/father discuss plan with her. Picking up suitcases, "children grow up happy and secure," presented interment as a trip. The years worth of work, strawberries coming to their peek, amazed at what parents kept doing, continued as if everything was normal and nothing changed.	
Kiyo Sato-Nunnelly	kiyo_sato3.mov	3:30	31.39.00	35.22.14	Resourcefulness of Father-hid one bed roll= hammer, nails, roll of wire, saw, bucket, a gallon jug, wrap old violin in one of blankets, bags of seeds (flower/vegetable). Their focus was always "For the Sake of The Children".	
Kiyo Sato-Nunnelly	kiyo_sato4.mov	2:24	37.20.00	39.45.00	Pinedille Assembly Center, difficult time, description of surroundings, Kiyo was 19 yrs old, holes in the middle of room for bathroom use.	
Kiyo Sato-Nunnelly	kiyo_sato5.mov	2:15	39.47.00	42.02.00	16 Assembly Centers until permament camps were ready. Black barracks and brown dirt, people just planting seeds, people gathered around morning glory leaf.	
Kiyo Sato-Nunnelly	kiyo_sato6.mov	3:11	42.03.00	45.55.00	Transfer to another camp, shades pulled down, experience on the train. Arrived at the stop, soliders surprised to see them at the door, rows of army trucks.	
Kiyo Sato-Nunnelly	kiyo_sato7.mov	1:25	47.07.00	48.45.00	Degression, find out reservation. Saw the tarpped barracks and passed out.	
Kiyo Sato-Nunnelly	kiyo_sato8.mov	1:17	48.46.00	50.05.00	Three hours later wakes up, all people were lying down, guy came down with clipboard ask number, couldn't remember her number.	
Kiyo Sato-Nunnelly	kiyo_sato9.mov	3:22	50.15.00	54.08.00	Saw sister and followed them out, got into a jeep, road down the camp to find family. Block 229 "Post them , roast them, toast them." Mother carring long straws, Issue body bags for mattresses, jump off the jeep to help mom. Climate and housing environment, flush water on the cot, "Put them all out and let them become the skulls of the cattle".	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Kiyo Sato-Nunnelly	kiyo_sato10.mov	2:17	56.38.00	59.07.00	Camp life not conducive family life, father contracted to work on sugar beet farm, \$25 for leaving camp, family was all together, thinning sugar beets. Father good story teller, kids wanted to be near father.	
Kiyo Sato-Nunnelly	kiyo_sato11.mov	:52	1.00.37.00	1.01.30.00	Father used tools he hid to make all sorts of things at the barracks.	
Kiyo Sato-Nunnelly	kiyo_sato12.mov	1:15	1.02.23.00	1.03.40.00	Get a permit to go to the West Coast, head west, violence when people returned.	
Kiyo Sato-Nunnelly	kiyo_sato13.mov	1:33	1.03.41.23	1.05.19.03	Farm was stripped, 10 acres sold for war time use, started over with nothing.	
Kiyo Sato-Nunnelly	kiy_sato14.mov	1:06	1.10.49.00	1.11.55.00	Loking for a place to eat in Sacramento. Talks about Heart's Cafeteria.	
Kiyo Sato-Nunnelly			1.02.07.00	1.02.22.00	Next morning after parent fight, return home, everyone was happy.	
Kiyo Sato-Nunnelly			1:05:34:09	1:07:13:04	Career path becoming a nurse, apply to schools that require a BA degree Western, John Hopkins, Yale School of Nursing, school couldn't accept her due to her background-"but we have this policy," "we were on the BLACK LIST".	
Kiyo Sato-Nunnelly			1:07:14:05	1:08:18:17	Brother was in Europe, got scholarship for social work-tried & didn't like it" wrote to the school regarding her brother fighting democratic policies, got application forms from Western Reserve in Cleveland 1 1/2 year.	
Kiyo Sato-Nunnelly			26.56.00		Name was changed at 80 years old	
Kiyo Sato-Nunnelly			35.39.00		Neighbor had an invalid husband, and handicapped in-laws, tied kids with rope and attached the rope to her wrist, and she and her older son would carry the luggage	
Kiyo Sato-Nunnelly			46.07.00	47.06.00	Got on the army trucks, road on for 17 milles and milles, got hotter 127 degrees, hair turn brown, eyelashes turn heavy "eye lashes we hardly have"	
Kiyo Sato-Nunnelly			54.12.00	55.47.00	Issie parents work so hard to keep children functional normally and happpily, parents started various activity groups "for the sake of the children"	
Kiyo Sato-Nunnelly			55.48.00	56.00.00	First job, nursery school attendant, take kids to bathroom when they wanted to go	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Kiyo Sato-Nunnelly			59:07:00	1:00:33:00	Brother fighting with 447 Combat team wanted a home for him to returned to, band lifted Jan 5, 1945, faced with decision of going home or not, parents argue for the first time.	
Lester Ouchida	lester_ouchida1.mov	3:00	12:24:40	12:27:33	Camp in Arkansas to camp in Arizona; boredom of camp life.	9-10 primary sources
Lester Ouchida	lester_ouchida2.mov	3:01	12:27:41	12:30:38	How his father was affected by the camps.	9-10 primary sources
Lester Ouchida	lester_ouchida3.mov	:57	12:30:49	12:31:45	School life upon returning from camps.	9-10 primary sources
Lester Ouchida	lester_ouchida4.mov	1:11	12:32:00	12:33:12	Florin area after Japanese returned from camps.	9-10 primary sources
Lester Ouchida	lester_ouchida5.mov	2:11	12:33:30	12:35:37	Japanese community after returning from camps. Description of uncle who fought in the 442nd.	9-10 primary sources
Lester Ouchida	lester_ouchida6.mov	1:27	12:35:30	12:37:20	Reflections on career as impacted by life in camps.	9-10 primary sources
Lester Ouchida	lester_ouchida7.mov	:56	12:37:22	12:38:30	Importance of museums and learning about camps.	9-10 primary sources
Lester Ouchida	lester_ouchida8.mov	:30	12:39:20	12:39:45	Continuing racism towards Japanese-American soldiers.	9-10 primary sources
Marion Kanemoto	marion_kanemoto1.mov	4:03	06:14:00	06:17:45	What happened aftr Pearl Harbor, how they didn't live in the Japanese community.After all of the government came and took people, her father was not touched.. However, the FBI came and picked up her house, serched her house, and took pictures and ripped them up, of lumber yard, and the shipyard. They took and confiscated all thier things, and took her father away, with out any reasons.	violation of Bill of Rights
Marion Kanemoto	marion_kanemoto10.mov	4:14	06:55:00	06:59:00	How she worked for the US government. How she received her passport back to the US.	how people returnd to the US
Marion Kanemoto	marion_kanemoto11.mov	4:21	06:59:00	07:03:00	Asian law Caucus assisted her with the application and how her son and her wrote the letters and got the money final for all the 215 minors that were still alive.	How the government did correct the wrong, And how our justice system does work.

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Marion Kanemoto	marion_kanemoto2.mov	2:18	06:18:00	06:20:00	Father sent to Missoula Mt. Sent to Federal Prison, then sent to New Mexico. Some of the letters that my father sent were , read and blacked out, or cut apart, only a few words were left.	bill of rights, human suffering
Marion Kanemoto	marion_kanemoto3.mov	1:45	06:23:30	06:25:15	In a way I became the head of the household. I had to sell my piano, for 15\$ and push it up the street, Piece by piece we sold our belongings - for a minimal price. It was very chaotic times.	Building background.
Marion Kanemoto	marion_kanemoto4.mov	2:08	06:26:00	06:28:00	We were trapped in many ways! Alien Property custodian , My parents had bought education insurance and I couldn't use it. The business had the money, and the business folded. "My father lost everything, the gov. took it.	bill of rights, human suffering
Marion Kanemoto	marion_kanemoto5.mov	1:35	06:32:00	06:33:00	The trip to Idaho Camp, we were put on a train, and went to assembly centers. The MP's told us, to pull down the shades on the train. I came from Seattle, green and beautiful, and Idaho - Dry flat barren / contrast to Seattle. This was a very unwelcome place. Yet we were all in the same boat.	Building background.
Marion Kanemoto	marion_kanemoto6.mov	1:15	06:37:00	06:38:00	In the US we didn't have soldiers to exchange for prisoners of war, and they put a lot of pressure on Japanese people to trade. My father suggested they go back to Japan, family was divided. Her father was worried about the older brother who was in school in Japan, and he was old enough to join the Japan army, and he didn't want him to become a Kamikaze pilot. So we had to accompany our parents back to Japan.	Why they traded themselves
Marion Kanemoto	marion_kanemoto7.mov	:56	06:39:00	06:40:00	We were sent to New Jersey and departed on a cruise ship. It was very nice on the ship.	compare and contrast the two ships and countries
Marion Kanemoto	marion_kanemoto8.mov	2:25	06:41:00	06:43:30	All about the journey on the cruise ship. Then the journey on the Japanese ship, how bad it was.	compare and contrast the two ships and countries
Marion Kanemoto	marion_kanemoto9.mov	1:46	06:51:00	06:53:00	Sent to an all girls school, and "Inside my heart, I felt American". Material resources gone, people selling wedding rings for the metal. She got very sick with pleurisy and her mother bought an egg on the black market, and begged for her to tell her mom how she wanted the egg cooked. Mother's love.	human tragedy
Marion Kanemoto	marion_specialedit.mov	10:00	06.35.26	06.45.29	Dad begins to think about Japanese repatriation (Great Clip but edit out from 06:39:29 fr 13 to 6:40:52 fr 25) The family goes to NJ to board a boat to Japan, exchanges for Americans in India and becomes aware that Japan is losing the war based on the food on the ship. Takes 68 days, three months.	US and World History
Marion Kanemoto			06.09.00	06.12.00	Talked about how her parents came to US - Mother was a prearranged marriage. Born in 1928. Depression years did not affect the family, her father owned a business that was related with food service and lumber.	Building background.
Marion Kanemoto			06.09.35	06.14.02	Background of family. More affluent than average Japanese American family. Father wanted the family to Americanize.	Maybe English biographical incident or Economics.

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Marion Kanemoto			06.13.00	06.14.00	Parents didn't have a bank account, and all their extra money went back into the business	Building background.
Marion Kanemoto			06.14.10	06.20.37	Pearl Harbors affect on Japanese American community. Her father's business was searched, things were taken and/or destroyed and he was arrested and sent to Montana.	Government/Law/Constitution: Unlawful search and seizure, and arrest. Also good for US and World History
Marion Kanemoto			06.17.00	06.18.00	We visited our father behind bars, and we didn't know where he was going to be sent..	
Marion Kanemoto			06.20.00	06.21.00	We listened to the government and wait for the next orders. We didn't think that Japan would ever win the war, and knew that the US government was strong.	social studies, how people believed
Marion Kanemoto			06.20.54	06.22.44	She explains how her mother dealt with her husband being arrested.	NA
Marion Kanemoto			06.22.00	06.23.00	We felt isolated Everyone had worries and concerns. My situation was different than everyone else.	
Marion Kanemoto			06.22.40	06.27.19	The family had to sell their possessions prior to entering the internment camp. She was 14 and was the head of the house because her mom did not speak English. Giving up everything including the house they owned which devastated their dad to the point where he chose to go	US World History and English 12 dealing with personal loss or personal reflection paper
Marion Kanemoto			06.27.00	06.28.00	My father chose to go back to Japan.	Building background.
Marion Kanemoto			06.28.00	06.30.00	The day after my dad was picked up a student flashed a newspaper picture of her father. Headlines were big and the FBI had confiscated her dad. Life was topsyturvy. Picture was given to the interview person. Classmates didn't express sympathy.	human tragedy
Marion Kanemoto			06.28.43	06.29.55	Her feelings about her dad's arrest and how the kids at school reacted.	US and World His and Psychology
Marion Kanemoto			06.29.55	06.32.23	pauses and questions	NA
Marion Kanemoto			06.30.00	06.31.00	We were doing through the motions. Not knowing half of school population was Japanese and American children. 5 other families were affected. I don't remember deliberate acts of prejudice.	prejudice
Marion Kanemoto			06.30.00	06.34.00	My mother told me to always be on our best behavior, we were law abiding people. I fully trusted my father to be a good person, he was a community leader. We were in for 18 months in Minadoca.	life in camp

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Marion Kanemoto			06:31.00	06:32.00	I felt alone!	human tragedy
Marion Kanemoto			06:32.23	06:34.00	2 days on a train to Idaho. Got there and Mom's policy was to "Do what you were told to do" by the governrment.	US History and World History compare and contrast to transportation of Jews to concentration camps.
Marion Kanemoto			06:45.00	06:47.00	When they arrived at Japan, started to fall apart. Japan was losing the war, and the older brother of the father came and took the big house and they had to find a new place to live.	compare and contrast the two ships and countries
Reiko Nagumo	reiko_nagumo1.mov	4:19	02:00:30	02:04:43	Long term effect on families; families were changed forever, never finding the same cohesiveness; somewhat dysfunctional. Older kids left after the war to pursue jobs and education. Her mom suffered mental health problems caused by the experience.	Psychology: Effects of trauma in ones life caused by the internment camp. US and World History cause and effect.
Reiko Nagumo	reiko_nagumo2.mov	4:10	02:06:55	02:11:00	Describes successes of her family after the camps. Her and her siblings graduated from college with degrees and PhDs. WOW!! Dedicated students.	Great for AVID!!!
Reiko Nagumo	reiko_nagumo3.mov	4:35	02:12:00	02:17:00	Lived a fulfilling life after the internment camp traveling the world. Theme: Overcoming obstacles.	Great for AVID!!!
Reiko Nagumo	reiko_nagumo4.mov	4:17	02:17:12	02:21:30	Describes effect of discrimination on her identity and her families. Story of her changing her name to Virginia when asking a movie star for an autograph so they wouldn't no she was Japanese.	Use with <i>A Raisin in the Sun</i> , With Geography-Assimilation and Acculturation. Psychology-Affects of racism on cultural identity.
Reiko Nagumo			01:57.14	01:57.59	end of a story about reunifying with a person from her past, not enough info to understand the story	NA
Reiko Nagumo			01:57.59	02:00.13	Reverend Hunter helps Japanese American internees during camp and returning home. Demonstrates humanitarian efforts of many non-Japanese Americans coming home from the internment camps.	English 10 Social Issues Research Paper along with <i>To Kill a Mockingbird</i> . Also in US and World History in life on the home front.
Reiko Nagumo			02:04.44	02:06.55	switching tapes, pauses, and questions	NA
Roy Sato	roy_sato1.mov	1:46	03:00:31	03:02:05	Life after Executive Order 9066; The last day of school before going to internment camp. Family unit created by his immediate family and 49 church members upon going to internment camp in Fresno	historical context; biographical analysis; primary sources
Roy Sato	roy_sato2.mov	1:56	03:02:07	03:04:48	Life in camp after family is sent to intermment camp in Jerome, Arkansas. School and getting his first job in camp in Jerome, Arkansas.	historical context; biographical analysis
Roy Sato	roy_sato3.mov	4:13	03:06:29	03:09:15	Signs up for the draft at age 18; army lists him as 4C "Enemy Alien"; qualifies to join the navy, but forced to join army to replace 442 casualties	RS 3.7-contradiction

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Roy Sato	roy_sato4.mov	2:40	03:12:26	03:15:13	Military training; leave and going to France by boat (zig zag trip across atlantic) met the 442nd.	US History Standard World War II (7.3)
Roy Sato	roy_sato5.mov	1:59	03:16:37	03:18:20	442nd moves back slightly from the front line, but still in great danger; dentist's office gets hit while he's having his teeth drilled.	historical context; biographical analysis
Roy Sato	roy_sato6.mov	2:07	03:21:40	03:23:48	Arrives in Italy on first day of the Spring Offensive; Trained as a flame thrower and driver; While making a delivery one friend is captured by enemy, one friend drops supplies and runs, the rest return safely.	historical context; biographical analysis
Roy Sato	roy_sato7.mov	1:16	03:23:48	03:25:00	Life in California after the war	historical context; biographical analysis
Roy Sato			02:58.48	03:00.00	Life on farm in Fresno before internment	historical context; biographical analysis
Roy Sato			03:04.48	03:06.29	Leaves camp and moves to Chicago; work and living arrangements in Chicago	historical context; biographical analysis
Roy Sato			03:10.38	03:12.24	Goes to first military training camp in Arkansas where he has segregated training; sent to Florida	historical context; biographical analysis
Roy Sato			03:12.24	03:15.18	13 days of leave before starting basic training in Florida; first few months in military; assigned to 442	historical context; biographical analysis
Roy Sato			03:15.18	03:16.37	First patrol duty as a member of the 442nd	historical context; biographical analysis
Roy Sato			03:18.20	03:20.20	Additional military experiences in Europe	historical context; biographical analysis
Roy Sato			03:20.20	03:21.40	Contracts German Measles and travels to Italy from France	historical context; biographical analysis
Roy Sato			03:25.00	03:27.09	Sacramento and Elk Grove divided in to "zones" that determined if you went to a camp and which camp you went to	historical context
Roy Sato			03:27.09	03:33.52	Career Life: Uses G.I. Bill to get aircraft engineering license and pilot's license; becomes auto mechanic; returns to aircraft engineering during Korean War	biographical analysis

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Roy Sato			03:27.14	03:35.00	Variety of post-War occupations, successful adjustment to post-War life.	US History Standard (Post WWII); California History
Stanley Umeda	stanley_umeda1.mov	2:43	08:52:52	08:55:45	Explains importance of Time of Remembrance program. Needed now more than ever, with 9/11. "Thin veneer of tolerance" easily disappears. Need to renew efforts to "remember."	US History, 8th Grade ELA Holt, novel connections (Under a Blood Red Sun, Farewell to Manzanar, Journey to Topaz) - Makes strong connection between past and present!
Stanley Umeda	stanley_umeda2.mov	1:07	08:44:40	08:45:12	Remembering the announcement of Pearl Harbor - not knowing what the "magnitude" would be. Packing up procedures. Seen through eyes of 1st grader.	US History, novel connections (Under a Blood Red Sun, Farewell to Manzanar, Journey to Topaz)
Stanley Umeda	stanley_umeda3.mov	:52	08:45:50	08:46:50	Recalls going to Fresno Assembly Center. Fear of getting lost due to sameness of buildings	US History, 8th Grade ELA Holt, novel connections (Under a Blood Red Sun, Farewell to Manzanar, Journey to Topaz)
Stanley Umeda	stanley_umeda4.mov	1:37	08:47:42	08:49:25	Describes memories of school in camp, including time he neglected to "call home." Tells about family (2 parents + brother) + family number.	US History, 8th Grade ELA Holt, novel connections (Under a Blood Red Sun, Farewell to Manzanar, Journey to Topaz)
Stanley Umeda	stanley_umeda5.mov	1:24	08:49:25	08:50:54	Discusses how parents dealt with camp experience, which was much different from a child's perspective. Didn't realize till later years how much his family had lost - and his wish to "not be a farmer" when he grew up.	US History, 8th Grade ELA Holt, novel connections (Under a Blood Red Sun, Farewell to Manzanar, Journey to Topaz)
Stanley Umeda	stanley_umeda6.mov	1:50	06:50:54	08:52:52	Describes experience of coming back after the war, as a 10 year old. Neighbors were surprized;shopkeepers too. Recalls an incident with a classmate. Regrets lack of photos to document the years they did not have cameras.	US History, 8th Grade ELA Holt, novel connections (Under a Blood Red Sun, Farewell to Manzanar, Journey to Topaz)
Stanley Umeda			08.43.28	08.44.07	Intro	
Stanley Umeda			08.44.07	08.44.40	Talks about living off Fruitridge Road and going to both public and Japanese school.	
Stanley Umeda			08.46.50	08.47.42	Describes trip to Jerome, Arkansas. Remembers act of kindness from a soldier.	US History, 8th Grade ELA Holt, novel connections (Under a Blood Red Sun, Farewell to Manzanar, Journey to Topaz)
Stanley Umeda			08.55.45	08.56.14	closing stuff	
Vi Hatano	vi_hatano1.mov	1:46	5.24.16	5.26.00	Vi talks about getting an award at school in Salinas.	
Vi Hatano	vi_hatano2.mov	1:48	5.26.05	5.27.52	Worry of eating out. Special events only.	

Time of Remembrance Interviews 2007

Interviewee	Online Clip Name	Clip Duration	Timecode In	Timecode Out	Clip Description	Curriculum Connection
Vi Hatano	vi_hatano3.mov	:46	4.57.09	4.57.55	Vi changed her name to an English name upon returning from camp.	
Vi Hatano	vi_hatano4.mov	2:10	4.58.19	5.00.29	School was harder with all Japanese classmates.	
Vi Hatano	vi_hatano5.mov	2:50	5.01.28	5.04.25	Vi describes her parents' adjustment to post camp life. She also discusses life in Sacramento compared to Salinas.	