

Course Title:	Asian Pacific Islander Desi American (APIDA) Studies
Grade Levels:	Semester-Long Course for grades 9-12
Prerequisites:	None
Corequisites:	None
Course Description:	<p>The Asian Pacific Islander Desi American (APIDA) Studies course is designed to support LAUSD’s commitment to fully include and represent the legacies of the APIDA community and other communities of color. Even though Asian immigrants have settled in the United States since the early 1800s, they are still seen as foreigners and are often marginalized and minoritized. Yet, for generations, they have made significant contributions to the growth and development of the United States. This course shows how race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. (For a description of APIDA, please see: https://www.csusm.edu/apidafsa/who_is_apida/index.html#:~:text=We%20use%20the%20term%20APIDA,as%20part%20of%20the%20community)</p> <p>Students taking this one-semester course will be able to identify and recognize the historical, social, and political barriers that impact the APIDA community. They will also learn how the APIDA community resisted and fought for civil rights, equality, and justice. The course covers U.S. history from early Asian immigration in the 1850s to now. In addition, the course covers relevant issues including racialized APIDA identities, APIDA resistance, and APIDA representation. The purpose of the course is to ensure students have an understanding of the APIDA community’s experiences, perspectives, and contributions. After the course, students will be much more aware of issues of social justice, social responsibility, and social change. They will critically examine issues of race and other systems of difference that shape both individual and group interactions, identity, and culture. This course will also strengthen students’ skills that include reading, writing, listening, speaking, and critical thinking.</p>
Overview of Course Syllabus:	<p>Units/Topics to be covered over the course of the semester:</p> <ul style="list-style-type: none"> ● Introduction: “Where Are You From?” (4 weeks) ● History of Immigration and Exclusion: Then and Now (5 weeks) ● Anti-Asian Hate and Resistance (5 weeks) ● APIDA Representation and Pop Culture (4 weeks) ● Conclusion: Solidarity and Allyship (2 weeks)
Recommended Focus Standards:	<p>Historical Analysis (From Framework): Chronological and Spatial Thinking 1, 2, 3 Historical Research, Evidence, and Point of View 1, 2, 3, 4 Historical Interpretation 1, 2, 3, 4,</p>

Common Core Reading in History/Social Science Standards:
RH 1-10

Common Core Writing in History/Social Science Standards:
WH 1-10

California History/Social Science Content Standards:

10.4.3: Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

11.5.6: Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

11.6.5: Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.7.1: Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

11.7.3: Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

11.7.5: Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*)...

11.8.8: Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9.3: Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: The Korean War...The Vietnam War...

11.10.2: Examine and analyze the key events, policies, and court cases in the evolution of civil rights...

11.10.4: Examine the roles of civil rights advocates...

11.10.5: Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

11.11.1: Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

12.8.3: Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

Learning for Justice's Social Justice Standards

Identity 1, 2, 5

Diversity 8, 10

	Justice 11, 12, 13, 14, 15 Action 16
Representative Performance Outcomes (Skills):	<p>In accordance with their individual capacity, students will grow in the ability to:</p> <ul style="list-style-type: none"> ● Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation ● Ask historical questions and relate different points of view ● Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view ● Construct historical interpretations and solutions through the evaluation of different ideas, values, etc. ● Compare and contrast various historical, political, and social contexts in order to make historical interpretations or claims ● Recognize disparities between accounts and evaluate various explanations and narratives on the same historical events ● Evaluate the trustworthiness of a source by considering genre, audience and purpose ● Locate, interpret, and assess information found in primary and secondary sources ● Identify an author’s position on a historical event by evaluating contexts, use of language, etc. ● Identify and evaluate an author’s purpose in producing a document, policy, etc. ● Examine how context and background information influence the content of a document ● Hypothesize what the author will say before reading a document by drawing upon and synthesizing prior knowledge gained from research, reading, and inquiry ● Integrate and evaluate multiple sources of information in order to address a question or solve a problem ● Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them ● Use evidence and reasoning to support claims when making written and oral arguments ● Examine issues of power, privilege, and perspective when discussing historical narratives and counter-narratives ● Examine the racialized and minoritized histories of communities of color in the United States
Assessments:	<p>Formative and Summative Assessments will include:</p> <ul style="list-style-type: none"> ● Content-specific tasks ● Historical analysis and thinking skills tasks ● Short-constructed response tasks ● Documented-Based Questions tasks ● Media creations ● Research projects

<p>Texts/Materials:</p>	<p>Open Education Sources:</p> <ul style="list-style-type: none"> ● Asian American Education Project: For each unit, we have provided links to relevant Asian American Education Project lessons. ● #AtlantaSyllabus by University of Wisconsin-Madison's Asian American Studies department. ● Public Broadcasting System's "Asian Americans" <p>Supplemental/Recommended Sources:</p> <ul style="list-style-type: none"> ● Lee, Erika. (2016). <i>The Making of Asian America</i>. New York, NY: Simon & Schuster. ● Takaki, Ronald. (2012). <i>A Different Mirror For Young People: A History of Multicultural America</i>. New York, MY: Seven Stories Press. ● Takaki, Ronald (1998). <i>Strangers From A Different Shore: A History of Asian Americans</i>. Boston, MA: Back Bay Books. ● Yoo, Paula. (2021). <i>From a Whisper to a Rallying Cry: The Killing of Vincent Chin and the Trial that Galvanized the Asian American Movement</i>. New York, NY: Norton Young Readers. ● Zia, Helen. (2001). <i>Asian American Dreams: The Emergence of and American People</i>. New York, NY: Farrar, Straus and Giroux, 2000.
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OVERVIEW OF THEMES AND UNITS

Introduction: Where Are You From? (4 wks)	History of Immigration and Exclusion: Then and Now (5 wks)	Anti-Asian Hate and Resistance (5 wks)	APIDA Representation and Pop Culture (4 wks)	Conclusion: Solidarity and Allyship (2 wks)
Unit 1: "Where are you from?" Unit 2: "Asian American" Unit 3: Racialized Identities Unit 3: APIDA Communities Today Unit 4: Diverse Mindsets	Unit 1: Early Chinese Immigration Unit 2: Early Asian Settlers Unit 3: U.S. Imperialism Unit 4: Immigration and Nationality Act of 1965 Unit 5: Southeast Asian Refugees Unit 6: Issues of Citizenship	Unit 1: Laws and Policies as Manifestations of Hate Unit 2: Anti-Asian Hate Crimes Unit 3: Japanese American Incarceration Unit 4: COVID-19-inspired Hate Unit 5: Resisting Hate and Injustice	Unit 1: Yellow Peril Propaganda Unit 2: APIDA Representation Unit 3: Asian Pop Culture in the United States Unit 4: APIDA Place-Making Unit 5: APIDA Food Studies	Unit 1: Standing Against Hatred Unit 2: Struggles and Solidarity Unit 3: Strategies for Justice

THEME 1
INTRODUCTION: WHERE ARE YOU FROM?

<p>Unit Description:</p>	<p>In this 3-week unit, students will build a rationale for the relevance and importance of learning about the histories, narratives, struggles, and contributions of Asian Pacific Islander Desi American (APIDA) communities. The unit introduces what it means to identify as APIDA and how APIDA people have been and should be positioned in the United States. It also sets the foundation for learning about APIDA studies.</p>
<p>Representative Performance Outcomes (Knowledge):</p>	<p><u>Unit 1: “Where are you from?”</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Deconstruct the loaded meanings and contexts of the question, “Where are you from?” for APIDA people ● Discuss and identify the importance of learning history that includes the experiences of people of color ● Analyze family records including documents and interviews to determine immigration histories and cultural backgrounds ● Describe the importance and impacts of knowing one’s history and of being included in the American narrative ● Identify the heritage countries from which APIDA immigrants and/or descendants come ● Distinguish differences between being Asian and being APIDA; Define what it means to be transnational or transpacific <p><u>Unit 2: “Asian American”</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Analyze the identity politics behind the following identifiers: Asian American, Asian American Pacific Islander, Asian American & Pacific Islander, APIDA, etc. ● Explain the significance of the use of “Asian American” as a political strategy versus a descriptor ● Describe the work of the Third World Liberation Front in creating ethnic studies and the Asian American power movement ● Explore how educational experiences may be shaped by the addition of ethnic studies ● Research authors from diverse backgrounds and synthesize ways in which their work can supplement their existing curriculum <p><u>Unit 3: Racialized Identities</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Define systemic racism

	<ul style="list-style-type: none"> ● Examine how prevailing stereotypes and sentiments have negatively affected and shaped the APIDA experience in the United States ● Describe the model minority myth, its history, and its implications for APIDA communities, including imposter syndrome, bamboo ceilings, racial wedge, and marginalization of APIDA subgroups such as Native Hawaiians, Pacific Islanders, and Southeast Asians ● Describe yellow peril ideology and the perpetual foreigner stereotype, its history, and its implications for APIDA communities ● Describe the exoticizing and exploitation of APIDA communities for the purposes of white gaze, profit, U.S. imperialism, etc. (i.e., Afong Moy spectacle, Igorot display at the 1904 World’s Fair, turning Hawai’i into a tourism industry, etc.) ● Describe ways to combat the negative effects of stereotyping against the APIDA community <p><u>Unit 4: APIDA Communities Today</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Examine current demographics of APIDA communities and explain how and why APIDA communities are minoritized ● Explain wealth inequities among APIDA ethnic groups. ● Explain the need for disaggregation of data to support Southeast Asians and Pacific Islanders ● Identify the causes and effects of intergenerational trauma upon communities of color and reflect upon that concept in their own lives ● Identify the challenges of studying APIDA communities ● Describe the contributions of APIDA people and communities <p><u>Unit 5: Diverse Mindsets</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Identify their privileges and biases and how their privileges and biases have shaped their perspectives and positions ● Evaluate the importance of using appropriate language and terms when describing historical events that honor and accurately represent the perspective of marginalized or oppressed communities ● Distinguish between cultural appropriation and cultural appreciation ● Identify and define intersectionalities and they connect to APIDA communities
<p>Links to Relevant</p>	<ul style="list-style-type: none"> ● “The Fight For Ethnic Studies”: https://asianamericanedu.org/ethnic-studies-the-fight-to-teach-our-stories.html ● “Know History, Know Yourself”: https://asianamericanedu.org/4.7-Know-History-Know-Yourself-lesson-plan.html

AAEdu Lessons:	<ul style="list-style-type: none"> • “1904 World’s Fair - Exhibition of the Igorot Filipino People”: https://drive.google.com/file/d/1tI3v5NGuTrc_IKk8gWwd4If9LLJdMHPw/view • “The Model Minority Myth”: https://asianamericanedu.org/model-minority-myth-html • “Perpetual Foreigner - Systemic Racism Against Asian Americans”: https://asianamericanedu.org/perpetual-foreigner-systemic-racism.html • “AAPI Women Voices: Untold Stories Through Poetry”: aapi-women-voices-untold-stories-through-poetry.html • “Silicon Valley, Wealth Divide”: https://asianamericanedu.org/silicon-valley-wealth-divide.html 	
Sample Assignment for Theme 1		
Essential Question:	<p>When applying an identifier to the “Asian American”* community, how can we be inclusive and respectful of the unique heritage cultures, histories, and politics of this community?</p> <p>*The use of the identifier, “Asian American,” in this lesson is in deference to the activist history of the term which sought to create a pan-Asian ethnic coalition. It draws attention to the use of “Asian American” as the first attempt at identifying the community.</p>	
Topic Background (Overview):	<p>“Asian Americans” refer to people with Asian ancestry, including but not limited to: Far East Asian, Southeast Asian, Central Asian, South Asian, etc. In addition, they can include Native Hawaiians and Pacific Islanders. Early Asian immigrants were known by their specific ethnicities, such as Chinese American or Japanese American. However, this changed in the 1960s when activists, Emma Gee and Yuji Ichioka, as part of the Third World Liberation Front, formed an organization to advocate for people of Asian ancestry. Inspired by the Black Power Movement, they used the term “Asian American” to bring together groups of people from different Asian backgrounds in order to fight for social and racial justice. As such, “Asian American” is a political strategy and not a descriptor. Today, there are many conversations and debates about the proper nomenclature for this group - Some possibilities are: Asian American, Asian American Pacific Islander, Asian American & Pacific Islander, Asian Pacific Islander Desi American, etc.</p>	
Objectives:	<p>Upon completion of this lesson, students will know:</p> <ul style="list-style-type: none"> • The identity politics behind the following identifiers: Asian American, Asian American Pacific Islander, Asian American & Pacific Islander, APIDA, etc. 	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Make a connection to their own lives • Critically read texts and identify the author’s main arguments and evidence used to support the arguments

	<ul style="list-style-type: none"> • The significance of the use of “Asian American” as a political strategy versus a descriptor • The importance of being deliberate and intentional with words, labels, etc. • The role personal biases and limitations play in shaping one’s thinking, especially about race • The definitions and impacts of the following concepts: colorism, model minority myth, perpetual foreigner, colonialism, data disaggregation, self-identification 	<ul style="list-style-type: none"> • Formulate claims supported by evidence when speaking and writing • Formulate relevant interview questions • Conduct and extract relevant information from research via texts and interviews • Write texts for the purpose of arguing and explaining
<p>Activities:</p>	<p>Anticipatory Set/Motivational Activity:</p> <ul style="list-style-type: none"> • Have students do a quickwrite given this prompt: Describe a time someone misspoke or even forgot your name or the name of something/someone you care about. How did this make you feel? Why are names important? • Give students an opportunity to share aloud their thoughts about the importance of accurately naming people, things, and ideas. <p>Instructional Activity:</p> <ul style="list-style-type: none"> • Have students do a close reading of the following articles: <ul style="list-style-type: none"> ○ “The inadequacy of the term ‘Asian American’” by Li Zhou (<i>Vox</i>, 2021): https://www.vox.com/identities/22380197/asian-american-pacific-islander-aapi-heritage-anti-asian-hate-attacks ○ “The term ‘Asian American’ was meant to create a collective identity. What does that mean in 2018?” by Sonia Rao (<i>The Washington Post</i>, 2018): https://www.washingtonpost.com/lifestyle/style/the-term-asian-american-was-meant-to-create-a-collective-identity-is-it-necessary-in-2018/2018/07/27/c30e7eb0-8e90-11e8-b769-e3fff17f0689_story.html ○ “After 50 years of ‘Asian American,’ advocates say the term is more essential than ever” by Caitlin Yoshiko Kandil (<i>NBC News</i>, 2018): https://www.nbcnews.com/news/asian-america/after-50-years-asian-american-advocates-say-term-more-essential-n875601 ○ “At census time, Asian Americans again confront the question of who ‘counts’ as Asian. Here’s how the answer got so complicated.” by Anna Purna Kambhampaty (<i>Time Magazine</i>, 2020): https://time.com/5800209/asian-american-census/ • Facilitate a discussion about the texts using the following prompts: <ul style="list-style-type: none"> ○ For each article, what are the author’s main points and what evidence do they use to make their 	

- points?
- What is the history or purpose of the “Asian American” identifier? What words were used before “Asian American” and why were those words problematic?
 - Who are included and who are not included in the “Asian American” identifier?
 - What roles do colorism, the model minority myth, the perpetual foreigner, and colonialism play in the “Asian American” or “Asian American Pacific Islander” identifiers?
 - What are the benefits of the “Asian American” identifier?
 - What are the limitations of the “Asian American” identifier?
 - What are other alternatives to the “Asian American” identifier and what are the benefits and limitations to those?
 - What are the problems of using whiteness as the “standardized identity”?
 - Why is data disaggregation important to the “Asian American” community?

Application/Engagement/Inquiry Activity:

- Organize students into pairs or small groups and have them conduct research of various identifiers used to describe the “Asian American” community. Have students complete the following chart:

	History	Who uses it?	Who does it include?	Who isn't included?	Benefits	Limitations
Asian American						
Asian Pacific American						
Asian American Pacific Islander						
Asian American & Pacific Islander						
Asian American Native Hawaiian Pacific Islander (AANHPI)						
Asian American Pacific Islander Desi American						

- Convene students and collect data to share in a class-created chart.
- Allow students to share what they learned and then, facilitate a discussion about the various identifiers used to describe the “Asian American” community using the following prompts:
 - To what extent is each term inclusive or exclusive?
 - To what extent is each term respectful or disrespectful of the community it purports to serve?
 - In which moments and for what purposes should various terms be used?
- Have students conduct a mini-study by talking to at least three people from the “Asian American” community. Have students complete the following tasks:
 - Identify subjects who are members of the “Asian American” community.
 - Formulate interview questions that ascertain how they want to be culturally identified and their rationales for such identification.
 - Interview subjects.
 - Write a report summarizing their data, findings, and recommendations.
- Facilitate a discussion about their research using the following prompts:
 - What are the preferred identifiers and why?
 - What is the difficulty of accurately representing this community?
 - How can we challenge the stereotype that all Asian peoples have the same language, culture or history?
 - Why is it important to talk about these issues with people who identify with the community? Why is self-identification important?

Assessment/Writing Activity:

- Have students write a paper given the following prompt: Based on the readings, class discussions, and your research, what do you think is the best term to use to identify the “Asian American” community? What are your own biases and limitations regarding this issue?
- Facilitate a discussion about the LAUSD’s decision to use the term APIDA to describe this course. Ask students to explain to what extent they agree or disagree.
- Have students decide as a class which term they would like to use to describe the “Asian American” community. Have students read the following statement examples and then, as a class, write your own statement:
 - San Diego State University’s APIDA Center: XXX
 - University of California San Diego’s APIMEDA Center:
<https://apimeda.ucsd.edu/about/names.html>
 - California State University San Marcos’ APIDA Faculty and Staff Association:
https://www.csusm.edu/apidafsa/who_is_apida/index.html
 - Northwestern University’s APIDA Staff Affinity Group: <https://sites.northwestern.edu/asag/about->

	<p>us/who-is-apida/</p> <ul style="list-style-type: none">● Facilitate a discussion about the statement using the following prompts:<ul style="list-style-type: none">○ Why is it important to have a rationale and reason for the words we use, especially when identifying a community?○ How are we prepared to justify our use of the identifier? How are we prepared to address criticisms?○ How are we prepared to grow and evolve as we learn more? <p>Extension Activities:</p> <ul style="list-style-type: none">● Have students examine the ways in which we identify other communities of color.● Have students examine the meaning of using the “x” in such terms as “Latinx” and “Filipinx.”● Have students examine the significance of stating pronouns.
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THEME 2
HISTORY OF IMMIGRATION AND EXCLUSION: THEN AND NOW

<p>Unit Description:</p>	<p>In this 5-week unit, students will learn about pivotal historical moments and policies that affected the immigration and settling of Asian Pacific Islander Desi American (APIDA) communities in the United States. This unit demonstrates how, for APIDA communities, U.S. history is grounded in a history of immigration bans, exclusion laws, and colonialism. It also shows how APIDA communities grappled with and resisted exclusion and erasure.</p>
<p>Representative Performance Outcomes (Knowledge):</p>	<p><u>Unit 1: Early Chinese Immigration</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Explain the reasons for early Asian immigration including challenges from heritage countries and how U.S. manifest destiny affected the early immigration of Chinese laborers ● Describe the significant contributions Chinese laborers made to the establishing of the west coast and the building of the Transcontinental Railroad; Describe the contributions of Chinese laborers to the economies of the United States and to their heritage countries ● Compare and contrast the pay disparities, working conditions, and recognition of Chinese laborers versus other immigrant workers ● Explain the reasons for “yellow peril” and other anti-Asian sentiments in the United States and the development of the “perpetual foreigner” stereotype ● Examine how exclusive immigration laws such as the Page Act of 1875 and the Chinese Exclusion Act of 1882 affected Asian immigration patterns and communities; Analyze the lingering effects of these acts on APIDA communities today ● Explain the causes and effects of the “Paper Son” system; Describe how it was an example of Chinese resistance to exclusion laws ● Describe what happened at the Angel Island Immigration Station and analyze its effects and efficacy; Describe examples of Chinese resistance to their treatment at Angel Island <p><u>Unit 2: Early Asian Settlers</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Describe how Filipinos arriving in Morro Bay, California were the first recorded example of Asians in the United States ● Describe the causes and effects of Filipino immigrants settling in Louisiana ● Describe the causes and effects of Asian immigrants, especially Japanese immigrants, settling in Hawai’i as laborers

- Describe the causes and effects of South Asian immigrants in New Orleans, Louisiana

Unit 3: U.S. Imperialism

In this unit, students will:

- Examine the roles the following played on the expansion of the United States into the Pacific: manifest destiny, market expansion, military protection, and maritime technology
- Examine the causes and effects of the U.S. - Philippines War on Filipino immigration
- Describe what “American exceptionalism” means and its impact on U.S. imperialism into the Pacific Ocean
- Describe Hawai‘i history before and after U.S. colonization; Analyze the causes and effects of U.S. colonization of Hawai‘i including examples of Hawai‘ian resistance, effects on climate change, etc.
- Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule
- Define settler colonialism and develop a framework for understanding oppression; Problematize conqueror narratives and develop counter-narratives

Unit 4: Immigration and Nationality Act of 1965

In this unit, students will:

- Explain how the Immigration and Nationality Act of 1965 was different from previous immigration laws
- Explain how the Immigration and Nationality Act of 1965 impacted future and current immigration laws
- Describe how the Immigration and Nationality Act of 1965 affected Asian immigration patterns in the United States and transformed American society
- Describe how the Immigration and Nationality Act of 1965 led to the development of the “Model Minority Myth”
- Explain how U.S. relations with Asian countries impacted U.S. immigration policies

Unit 5: Southeast Asian Refugees

In this unit, students will:

- Describe the causes and effects of the Vietnam War in Mainland Southeast Asian and in the United States (including anti-war protests, etc.)
- Describe the causes and effects of U.S. intervention on the Vietnam War
- Compare and contrast the experiences of Asian American men and women serving in the military and/or between the experiences of Asian Americans and Americans from other racial groups serving in the Vietnam War
- Examine the dominant narratives regarding the Vietnam War and the counter narratives being produced by APIDA communities

	<ul style="list-style-type: none"> ● Define what it means to be a refugee; Describe U.S. refugee policies, laws, and programs ● Compare and contrast the various waves of Southeast Asian Refugees from Vietnam (including the Boat people), Cambodia, and Laos (including the Hmong people) ● Describe U.S. resettlement policies and their impact on Southeast Asian refugee communities ● Explain how and why Southeast Asian refugees are criminalized and incarcerated; Describe the effects of current deportation policies on Southeast Asian refugee communities <p><u>Unit 6: Issues of Citizenship</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Analyze the anti-Asian sentiments that informed U.S. policies and laws concerning citizenship/naturalization of Asian immigrants ● Analyze significant court cases that addressed U.S. citizenship of Asian immigrants (i.e., United States v. Wong Kim Ark, United States v. Bhagat Singh Thind, etc.) ● Analyze citizenship issues of U.S. territories in the Pacific Islands. ● Identify issues and challenges faced by APIDA undocumented communities; Connect the current movement of supporting APIDA undocumented communities to the history of APIDA immigration and citizenship ● Explain how actions are illegal, never people ● Explore ideas of an ethical and moral immigration system ● Deconstruct and analyze implicit conceptions, their own and those of others, of who is and is not an American.
<p>Links to Relevant AAEdU Lessons:</p>	<ul style="list-style-type: none"> ● “The Contributions of the Chinese Transcontinental Railroad Workers”: https://asianamericanedu.org/1.2-Transcontinental-Railroad-lesson-plan.html ● “Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women”: https://asianamericanedu.org/chinese-exclusion-act-exclusion-of-asians.html ● “Angel Island & The Chinese Exclusion Act”: https://asianamericanedu.org/angel-island.html ● “Early South Asian Immigration”: https://asianamericanedu.org/early-south-asian-immigration.html ● “Native Hawai’ian Sovereignty Movement”: https://asianamericanedu.org/native-hawaiian-sovereignty-movement.html ● “Native Hawai’ian Sovereignty Movement”: https://asianamericanedu.org/native-hawaiian-sovereignty-movement.html ● “Immigration and Nationality Act of 1965 - Civil Rights Movement Era”: https://asianamericanedu.org/immigration-and-nationality-act-of-1965.html ● “Asian Americans Serving and Fighting in the Vietnam War”: https://asianamericanedu.org/asian-americans-serving-and-fighting-in-vietnam-war.html

	<ul style="list-style-type: none"> • “Asian American Veterans and the Anti-War Movement”: https://asianamericanedu.org/asian-american-veterans-and-anti-war-movement.html • “Southeast Asian Refugees”: https://asianamericanedu.org/southeast-asian-refugees.html • “Fight for Just Immigration”: https://asianamericanedu.org/fight-for-just-immigration.html • “Pacific Islanders Climate Devastation Poetry”: https://asianamericanedu.org/pacific-islanders-climate-devastation-poetry-grades-9-12.html • “Tereza Lee and Undocumented Asian America”: https://asianamericanedu.org/tereza-lee-and-undocumented-asian-america.html 	
Sample Assignment for Theme 2		
Essential Question:	How did the Page Act of 1875 target and discriminate against Chinese/Asian women immigrating to the United States and how are its effects still felt today?	
Topic Background (Overview):	<p>Before the Chinese Exclusion Act of 1882, there was the Page Act of 1875, which was signed into law by President Ulysses S. Grant. This Act prohibited the entry of “women for the purposes of prostitution.” In practice, this Act restricted the immigration of Chinese women. This immigration ban prevented the formation of APIDA families and the reunification of APIDA families in the United States. Dr. Jean Pfaelzer, professor of Asian Studies at the University of Delaware, referred to the Page Act as “ethnic cleansing.” She said, “Without women, there won't be family, progeny, lineage, children - and so the population will just die off. And it was intended to die off.” The Page Act was an attempt to protect white purity and keep Asians out. It provided the basis for the “perpetual foreigner” stereotype. The Page Act was ground-breaking in that it led to more anti-Asian laws, most notably the Chinese Exclusion Act of 1882. The Page Act can also be seen in recent immigration policies that allow for the separation of families. One of the lasting effects of the Page Act is its stigmatization of women with Asian ancestry. In addition to being racialized, Asian women were and are fetishized and sexualized. This stigma is evident in prevailing images and representations of Asian women as exotic and submissive. Years after the Page Act, its racism and sexism still linger today. This is evidenced by the 2021 Atlanta shooting, which resulted in the murder of Soon Chung Park, Hyun Jung Grant, Suncha Kim, Yong Ae Yue, Xiaojie Tan, and Daoyou Feng.</p>	
Objectives:	<p>Upon completion of this lesson, students will know:</p> <ul style="list-style-type: none"> • The causes and effects of the Page Act of 1875. • The connections between the Page Act of 	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Critically read primary and secondary texts and identify the author’s main arguments and evidence used to support the arguments

	<ul style="list-style-type: none"> ● 1875 to current events and policies ● The immigration laws that led to or were impacted by the Page Act of 1875 ● The general sentiments about Asian immigration to the United States ● The stereotypes that negatively impact APIDA women ● The contributions made by APIDA women 	<ul style="list-style-type: none"> ● Conduct historical research using and citing reputable sources ● Make historical interpretations ● Formulate claims supported by evidence when speaking and writing ● Write texts for the purpose of arguing and explaining ● Write a text in the genre of an Op-Ed
<p>Activities:</p>	<p>Anticipatory Set/Motivational Activity:</p> <ul style="list-style-type: none"> ● Have students brainstorm a list of movies and TV shows that feature APIDA women. ● Have students do a quickwrite given this prompt: How are APIDA women conveyed in movies and TV shows? ● Facilitate a discussion about their quickwrites using the following prompts: <ul style="list-style-type: none"> ○ What stereotypes are evident to you? ○ How are APIDA women mistreated as a result of these stereotypes? ○ What stereotypes affect you, personally? ○ In general, why are stereotypes problematic? <p>Instructional Activity:</p> <ul style="list-style-type: none"> ● Have students do a close reading of the first three sections of the Page Act of 1875 (primary source), which can be accessed here: https://loveman.sdsu.edu/docs/1875Immigration%20Act.pdf ● Facilitate a discussion about the reading using the following prompts: <ul style="list-style-type: none"> ○ What does this act say and do? ○ What countries are targeted by the Page Act of 1875? ○ Which specific communities are targeted by this Act and how? ○ Who benefits from this Act and how? ● Organize students into small groups and assign each group to study one of these U.S. laws: <ul style="list-style-type: none"> ○ Burlingame Treaty ○ Chinese Exclusion Act ○ Geary Act ○ Asiatic Barred Zone Act ○ Johnson-Reed Act ○ Magnuson Act ● Have student groups research the history, purpose, causes, effects, and connections to Page Act. ● Facilitate a discussion about the research using the following prompts: 	

- How are the acts connected to the Page Act?
- What do the acts reveal about the general sentiments about Asian immigration to the United States?
- How did the acts impact Asian immigrant communities?

Application/Engagement/Inquiry Activity:

- Have students conduct research about the Page Act in order to write an essay about its implications. Require students to include at least five reputable sources in their research.
- Facilitate a discussion about their research asking the following questions:
 - How did the Page Act target immigrants? How and why did it target Chinese women specifically?
 - How did the Page Act further propagate negative images of Chinese women? How was the Page Act racist? How was the Page Act sexist?
 - How did the Page Act determine/define prostitution?
 - How did the Page Act exploit Chinese women? How did it allow others to exploit Chinese women?
 - How did the Page Act affect families and/or Chinese men who wanted to start families in the United States?
 - What were the short-term and long-term effects of the Page Act?
 - In what ways did the Page Act set the groundwork for the Chinese Exclusion Act? How is the Chinese Exclusion Act connected to the Page Act?

Assessment/Writing Activity:

- Have students do a close reading of the following articles:
 - “The roots of the Atlanta shooting go back to the first law restricting immigration” by Mari Uehara (*The Nation*, 2021): <https://www.thenation.com/article/society/atlanta-shooting-history/>
 - “We are three Asian American women living in fear. Don’t feel sorry for us. Do something” by Virginia Loh-Hagan, et al (*The San Diego Union-Tribune*, 2021): <https://www.sandiegouniontribune.com/opinion/commentary/story/2021-03-25/opinion-asian-american-women-victims-harassment-violence-death>
- Facilitate a discussion about the articles using the following prompts:
 - For each article, what are the author’s main points and what evidence do they use to make their points?
 - How does the 2020 Atlanta shooting connect to the Page Act?
 - Why do the authors feel connected to these events?
- Have students write their own Op-Ed addressing anti-Asian hate, with a focus on the implications of the Page Act. Encourage students to seek publication in a local newspaper.

	<p>Extension Activities:</p>
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- Facilitate a discussion using the following prompt: If the Page Act and subsequently, the Chinese Exclusion Act, were not repealed, how would our society be different?
- Have students research a prominent APIDA woman. Have them create a short video conveying what society would be like today without the innovations and/or contributions of their selected APIDA woman.

THEME 3
ANTI-ASIAN HATE AND RESISTANCE

<p>Unit Description:</p>	<p>In this 4-week unit, students will learn that anti-Asian hate is an American tradition by examining the roots and history of Anti-Asian racism in the United States. U.S. history is full of examples of anti-Asian hate. Anti-Asian hate is the result of anti-Asian sentiments around immigration, citizenship, labor, etc. Violence against Asian Pacific Islander Desi American (APIDA) communities is the worst manifestation of anti-Asian hate. In addition, this unit also amplifies how APIDA communities fought back and resisted.</p>
<p>Representative Performance Outcomes (Knowledge):</p>	<p><u>Unit 1: Laws and Policies as Manifestations of Hate</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Identify national, state, and local anti-Asian laws and policies and describe their impacts of APIDA communities ● Analyze the broader history of anti-Chinese sentiment in the United States as a result of the Chinese Exclusion Act and also connect interracial injustices within the scope of school segregation; Describe the causes and effects of court cases aimed to resist anti-Asian laws such as Tape v. Hurley, Lau v. Nicols, etc. <p><u>Unit 2: Anti-Asian Hate Crimes</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Examine the causes and effects of various hate crimes against APIDA communities (i.e., Chinese Massacre of 1871, Rock Springs Massacre of 1885, Snake River Massacre of 1887, Vietnamese Shrimpers and KKK, Stockton Schoolyard Shooting, Joseph Iletto Shooting, etc.) ● Examine the establishment of anti-Asian leagues and their purposes and implications; Describe how APIDA communities resisted against the efforts of these leagues ● Identify world events that heightened McCarthy-era targeting of Chinatowns and how those accusations impacted Chinese communities ● Explain how xenophobia created by fear, anxiety, and discrimination has resulted in a history of anti-Asian sentiment including, but not limited to, Vincent Chin’s murder and how to apply these concepts to contemporary examples; Describe how the murder of Vincent Chin impacted a pan-Asian ethnic movement ● Explain how the 9/11 attacks influenced behaviors, attitudes, and policies of the United States toward South Asian Americans ● Analyze tactics APIDA communities used to resist anti-Asian hate including ethnic enclaves, direct action, legal approaches, social media, etc.

Unit 3: Japanese American Incarceration

In this unit, students will:

- Examine the origins of U.S. involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor
- Describe the causes and effects of the United States' policy of forcefully removing and incarcerating Japanese Americans during World War II
- Explain the importance of using appropriate terminology to describe the Japanese Incarceration experience
- Compare and contrast the U.S. government perspectives versus the Japanese American perspectives on the Japanese Incarceration experience
- Describe what happened during Japanese Incarceration and how it was an unjust and racist policy
- Examine what it means to be a "loyal American" and the controversies of the Loyalty Questionnaire
- Describe the ways Japanese Americans resisted and proved their loyalty (i.e., making art, resisting arrest, going to court via *Fred Korematsu v. United States*, seeking reparations and redress, etc.)
- Identify the roles and sacrifices of Japanese American soldiers, as well as the unique contributions of the special fighting forces (i.e., the 442nd Regimental Combat team, etc.)
- Explain how the Japanese American Incarceration experience continued to impact Japanese American communities and generations after they were released
- Examine how the Japanese American Incarceration experience led to the development of the model minority myth
- Compare the incarceration of Japanese Americans to the incarceration of the indigenous Aleuts of Alaska in terms of their constitutional rights violation
- Analyze provisions in the Civil Liberties Act of 1988; Summarize the importance of restitution and redress

Unit 4: COVID-19-inspired Hate

In this unit, students will:

- Analyze past and current data about hate and violence against APIDA communities
- Explain how communities of color have served as scapegoats for various national crises including public health crises
- Describe the causes and effects of the San Francisco Plague of 1900 and how that event impacted early Chinese immigrants; Connect this event to today's events
- Examine the impact of the COVID-19 pandemic on APIDA communities including the 2021 Atlanta shooting
- Explain how APIDA communities have combated anti-Asian hate inspired by the COVID-19 pandemic

	<ul style="list-style-type: none"> ● Dispel the notion that the cause of the COVID-19 pandemic is somehow connected to the Asian/APIIDA community <p><u>Unit 5: Resisting Hate and Injustice</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Describe the dangers that can result when the three branches of government fail to uphold the Constitution and protect people’s constitutional rights ● Describe how and why some immigrants are vulnerable to exploitation ● Analyze the motivations and contributions of APIIDA people in challenging xenophobic and racist laws ● Examine how race is a social construct that is imposed upon marginalized communities in order to maintain power for privileged classes ● Identify and describe ways in which marginalized communities have constructed counternarratives, perspectives, epistemologies, and cultures in order to resist systematic oppression ● Describe how APIIDA activists initiated and were essential to labor movements that have improved the quality of life for all Americans in the workplace (i.e., Larry Itliong, Philip Vera Cruz, and United Farm Workers in California, El Monte Thai Garment Workers, etc.) ● Describe the contributions of significant APIIDA political activists (i.e., Patsy Mink, Daniel Inouye, etc.) and how they impacted APIIDA communities ● Describe the struggles faced by and the resistance enacted by APIIDA LGBTQ+ communities ● Identify ways to defend democracy ● Identify and describe the contributions APIIDA communities have made in shaping U.S. culture and society
<p>Links to Relevant AAEdU Lessons:</p>	<ul style="list-style-type: none"> ● “Chinese Massacre of 1871: Not an Isolated Event”: https://asianamericanedu.org/chinese-massacre-of-1871-not-an-isolated-event.html ● “The Fight for School Desegregation by Asian Americans”: https://asianamericanedu.org/school-desegregation.html ● “Racial Identity and American Citizenship in the Court”: https://asianamericanedu.org/racial-identity-citizenship-in-the-court.html ● “Japanese Americans and Aleuts Incarceration Constitutional Violations”: https://asianamericanedu.org/japanese-americans-aleuts-incarceration-constitutional-violations.html ● “Asian Americans in Military Service during WWII”: https://asianamericanedu.org/2.2-asian-americans-military-service-lesson-plan.html ● “Who Defines Loyalty?: Japanese Americans During World War II”: https://asianamericanedu.org/2.3-define-loyal-american-lesson-plan.html ● “Reparation, Civil Liberties Act of 1988”: https://asianamericanedu.org/reparation-civil-liberties-act-1988.html

	<ul style="list-style-type: none"> ● “Constitutional Rights of American Citizens”: https://asianamericanedu.org/protecting-our-democracy.html ● “Unit Plan: ELA - WWII Internment”: https://asianamericanedu.org/resist-unconstitutional-order-fred-korematsu.html ● “Unit Plan: U.S. History Grade 11 - WWII Internment”: https://asianamericanedu.org/pretext-for-incarceration-of-japanese-americans.html ● “McCarthyism and Racial Profiling”: https://asianamericanedu.org/mccarthyism-and-racial-profiling.html ● “Asian American Voices in Politics”: https://asianamericanedu.org/early-asian-american-voices-in-politics.html ● “Filipino American Farmworkers”: https://asianamericanedu.org/filipino-american-farmworkers.html ● “Unit Plan: Philip Vera Cruz, Justice for Farm Workers”: https://asianamericanedu.org/philip-vera-cruz-justice-for-farmworkers.html ● “Unit Plan: Biology Grades 7-11 Ecological Model and Philip Vera Cruz (Biology, Life Science, Inter- Coordinated Science)”: https://asianamericanedu.org/ecological-model-and-philip-vera-cruz.html ● “The Impact of the Vincent Chin Case”: https://asianamericanedu.org/vincent-chin-case.html ● “Lesson Plan: ELA Middle School Essay Writing - Powerful Individuals, Powerful Movements”: https://asianamericanedu.org/vincent-chin-lily-chin-blm-powerful-individuals-powerful-movements.html ● “Lesson Plan: ELA - Hate Crimes, Microaggressions”: https://asianamericanedu.org/hate-crimes-microaggressions.html ● “Thai Garment Workers Speak Out”: https://asianamericanedu.org/human-trafficking-sweatshop-slavery-el-monte-thai-garment-workers.html ● “‘Victimized Twice’: 9/11/2001, South Asian Americans & Islamophobia”: https://asianamericanedu.org/victimized-twice-9-11-2001-south-asian-islamophobia.html ● “Fight for Just Immigration”: https://asianamericanedu.org/fight-for-just-immigration.html ● “Unit Plan: Math Alg 1 Statistics - Hate Crime Analysis Post 9/11 (Math)”: https://asianamericanedu.org/hate-crime-analysis-post-911.html ● “LGBTQ Civil Rights”: https://asianamericanedu.org/lgbtq-civil-rights.html ● “Stand Against Hatred”: https://asianamericanedu.org/stand-against-hatred.html
Sample Assignment for Theme 3	
Essential Question:	Why would the U.S. government want to control who gets to take photographs of the Japanese American Incarceration experience and who doesn't?
Topic	The U.S. government hired about six photographers to document the Japanese American Incarceration.

Background (Overview):	<p>Dorothea Lange was the first photographer hired. She mainly documented the forced removal process. (Her pictures were seized and not shared because they showed the grave injustice of the Japanese American Incarceration.) Ansel Adams was not an official photographer but he was given permission to enter and photograph one of the incarceration camps at Manzanar. (Because his photographs were more uplifting, he was given permission to publish his photos.) On the other hand, the U.S. government banned incarcerated Japanese Americans from having cameras and other recording devices; this was an effort to prevent the Japanese Americans from creating personal records of their experiences. Only government-sanctioned images were shown to the American public. These were assumed to be the truth. But, incarcerated Japanese Americans found a way to create their own truths, using their art to tell counter-narratives. Some of the incarcerated Japanese Americans were professional artists. For example, Mine Okubo was one. She painted and drew pictures to document her experiences. She mailed her works to friends outside of the camps. She wanted to “tell the story of camp life.” Kango Takamura, another artist, also documented camp life. David Tatsuno and Toyo Miyatake had hidden cameras while incarcerated. Their footage provided records of what happened from the perspective of those incarcerated.</p>	
Objectives:	<p>Upon completion of this lesson, students will know:</p> <ul style="list-style-type: none"> ● The similarities and differences among images of the Japanese American Incarceration experience ● The difference between U.S.-sanctioned images and images by the incarcerated Japanese Americans ● The motivations and reasons why why the United States wanted to control the narrative of the Japanese American Incarceration experience ● The importance for incarcerated Japanese Americans to tell their own narratives ● The power of using art to tell a story and how it can be used as a form of resistance 	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> ● Increase their visual literacy skills by analyzing videos, photographs, and art ● Make historical interpretations ● Situate art within historical, social, and political contexts ● Critically read texts and identify the author’s main arguments and evidence used to support the arguments ● Formulate claims supported by evidence when speaking and writing ● Write texts for the purpose of reflecting, arguing, explaining, and analyzing
Activities:	<p>Anticipatory Set/Motivational Activity:</p> <ul style="list-style-type: none"> ● Choose a current event that the entire class is familiar with. ● Have students draw a picture of the event. (Draw your own picture of the event.) ● Display student work so that all images can be viewed. 	

- Facilitate a discussion using the following prompts:
 - How are the images similar and different?
 - What are the different aspects of the same event being shown in the images?
 - In what ways do the images reflect the perspectives and privileges of the artists?
- Show students your picture of the event. Tell students to choose pictures that are similar to yours in messaging, tone, focus, etc.
- Tell students that these final images are the “truth” of what happened. Facilitate a discussion using the following prompts:
 - How did you feel about the teacher, as an authority figure, dictating what is true and what isn’t?
 - Why is it important to honor different versions or narratives of the same event?

Instructional Activity:

- Have students do a close reading of the following texts:
 - “Why the U.S. photographed its own WWII concentration camps” by Coleman Lowndes (*Vox*, 2022): <https://www.vox.com/22876650/photograph-japanese-concentration-camp-world-war>
 - “Photos: 3 Very Different Views of Japanese Internment” by Adrian Florido (*NPR*, 2016): <https://www.npr.org/sections/codeswitch/2016/02/17/466453528/photos-three-very-different-views-of-japanese-internment>
 - In addition, have students watch this video clip about the Japanese American Incarceration on this webpage, focusing on the images: <https://asianamericanedu.org/japanese-americans-aleuts-incarceration-constitutional-violations.html>
- Facilitate a discussion about the texts using the following prompts:
 - What do the various images tell you about the Japanese Incarceration experience?
 - Why did the government want to document the Japanese American Incarceration experience? What sentiments did they want to promote?
 - Why were Dorothea Lange’s photographs seized and why were Ansel Adams’ photographs published?
 - Even though Dorothea Lange’s images accurately captured the experience, why is it problematic for her to take pictures?
 - Why is it important to have images from those incarcerated?

Application/Engagement/Inquiry Activity:

- Organize students into small student groups. Have them find at least five images (focus on primary sources) of the Japanese American Incarceration.
- Have students complete this chart for each image:

	Who is the creator of the image?	Is the image sanctioned by the U.S.?	What does the image say about the Japanese American Incarceration experience? What are the messages being conveyed by the image?
Image 1			
Image 2			
Image 3			
Image 4			
Image 5			

- Have students write an analytical paper using the following prompts:
 - How are the photographs similar?
 - How are they different? What accounts for the differences?
 - What messages are we supposed to gain from the images?
 - What are the hidden messages in the photographs?
- Allow students an opportunity to share what they learned.

Assessment/Writing Activity:

- Have students write an essay using the following prompts:
 - Why and how did the United States use art (i.e., photographs) to support their policies and decisions?
 - Why and how did the incarcerated Japanese Americans use art to resist?
 - Why is art a powerful tool for documenting history? What did they learn from the images that they didn't learn from texts?

Extension Activities:

- Coordinate a field trip to the Japanese American National Museum in Los Angeles, California. Have students take notes on various artifacts and images. Have them discuss what those items convey about the Japanese American Incarceration experience from those who experienced it.
- Have students examine images from another historical event and distinguish between U.S.-sanctioned narratives and counter-narratives.
- Have students select a little-known current event that needs to be amplified or documented. Have

	students take or draw pictures of the event and create an online exhibit of the event in order to spread awareness.
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THEME 4
APIDA REPRESENTATION AND POP CULTURE

<p>Unit Description:</p>	<p>In this 4-week unit, students will explore and examine the representation of the Asian Pacific Islander Desi American (APIDA) community in popular culture (i.e., movies, television shows, books, food, etc.). This unit addresses how the media has been used to fan negative ideologies and sentiments against the APIDA community in order to support anti-Asian laws and policies. It also shows how the media can be used to promote and amplify APIDA communities. In addition, the unit addresses the influence of Asian pop culture, the importance of APIDA place-making, and the impacts of APIDA food innovations.</p>
<p>Representative Performance Outcomes (Knowledge):</p>	<p><u>Unit 1: Yellow Peril Propaganda</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Examine how 19th century newspapers portrayed early Asian immigrants, especially the Chinese during the exclusion era ● Describe the causes, purposes, and effects of the yellow peril propaganda ● Examine how yellow peril propaganda influenced anti-Asian laws, policies, and actions ● Compare 19th century yellow peril propaganda to today’s negative messaging about APIDA communities ● Explain how public officials use the media to communicate with the citizenry and to shape public opinion <p><u>Unit 2: APIDA Representation</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Describe ways in which movies and television has reinforced negative stereotypes of APIDA people, including but not limited to: sexualization and fetishization of APIDA women, emasculation of APIDA men, dragon ladies, lotus blossoms, China dolls, tiger moms, lecherous men, etc. ● Examine harmful practices such as stereotyping, yellowface, and whitewashing; Explain the dangers of such practices ● Identify APIDA pioneers in film-making (i.e., Beulah Ong Kwoh, Anna May Wong, Bruce Lee, etc.) and analyze their contributions to APIDA representation ● Examine how APIDA activists fought and continue to fight for fair and accurate representation ● Analyze the APIDA representation and impact of Marvel’s “Shang-Chi and the Legend of the Ten Rings” ● Research the role and contributions APIDA pioneers have played in popular culture (i.e., literature, music, sports, arts, etc.); Analyze the popular culture of Asian Americans in expressing the Asian American experience

	<p><u>Unit 3: Asian Pop Culture in the United States</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Examine the history and influence of Japanese anime in U.S mainstream culture ● Examine the history and influences of K-Pop and K-Dramas in U.S. mainstream culture ● Analyze the impact of the global rise of Asian pop culture on APIDA communities in the United States ● Examine the role ethnic enclaves in the United States (i.e., Chinatowns, Koreatowns, Japantowns, etc.) played in spreading Asian pop culture; <p><u>Unit 4: APIDA Place-Making</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Describe how and why Chinatowns developed; Examine how and why Chinese community leaders used Chinese architecture and elements to encourage white shoppers and visitors ● Define place-making and how it supports APIDA representation and APIDA communities ● Examine how APIDA ethnic enclaves transformed from centers of exclusion to sources of city pride <p><u>Unit 5: APIDA Food Studies</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Analyze how Asian food serves as the medium through which Asian American cultural difference (as perpetual foreigners) is expressed and disseminated ● Analyze how immigration to the United State affected Asian food ● Examine the historical, social, and cultural aspects of Asian American food preparation, distribution, and consumption ● Describe Asian American innovations in the food industry
<p>Links to Relevant AAEdU Lessons:</p>	<ul style="list-style-type: none"> ● “Asian Americans on the Big Screen: Responding to Stereotypes”: https://asianamericanedu.org/asian-americans-on-the-big-screen-responding-to-stereotypes.html ● “Generation Rising: Asian Americans in the Arts”: https://asianamericanedu.org/generation-rising.html
<p>Sample Assignment for Unit 4</p>	
<p>Essential Question:</p>	<p>How does the practice of whitewashing in movies and television negatively impact Asian Pacific Islander Desi American (APIDA) communities?</p>

Topic Background (Overview):	<p>Whitewashing is an example of systemic racism that has plagued the APIDA community for years. Merriam Webster dictionary defines whitewashing as a means “to alter [something] in a way that favors, features, or caters to white people.” In movies and television, the practice of whitewashing means eliminating or replacing Black, Indigenous, People of Color (POC) characters with white characters instead. It involves the erasing of storylines about BIPOC people. (Yellowface is another offensive practice that is similar to, but different from, whitewashing; yellowface is the practice of a white actor pretending to be Asian by applying stage make-up and costuming.) Whitewashing is very problematic. It takes work away from actors of color. It steals APIDA stories from APIDA communities. And, it silences APIDA people from sharing their stories. Beyond representation, whitewashing also psychologically damages APIDA people by making them feel pressured to look, speak, or present a certain way - a way that accommodates whiteness. Many APIDA activists are pushing back against whitewashing and calling for more APIDA representation.</p>	
Objectives:	<p>Upon completion of this lesson, students will know:</p> <ul style="list-style-type: none"> ● The definition and harmful effects of the practice of whitewashing in movies and television ● The difference between whitewashing and yellowface ● The impacts of whitewashing on APIDA representation ● The reasons why whitewashing is practiced and how it supports white supremacy ● The tactics used by activists to fight for more APIDA representation 	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> ● Critically read texts and identify the author’s main arguments and evidence used to support the arguments ● Formulate claims supported by evidence when speaking and writing ● Increase their visual literacy skills by analyzing media ● Write texts for the purpose of arguing, explaining, and analyzing ● Formulate relevant interview questions ● Conduct and extract relevant information from research via texts and interviews
Activities:	<p>Anticipatory Set/Motivational Activity:</p> <ul style="list-style-type: none"> ● Have students discuss the last movie or television show they watched featuring APIDA people. Have students discuss how the APIDA community was represented in the movie or television show. ● Have students watch this video by Cheyenne Lin: https://www.youtube.com/watch?v=JA_9Z_t90CM ● Facilitate a discussion using these prompts: <ul style="list-style-type: none"> ○ What did you learn from this video? ○ Which points do you agree with? ○ Which points do you challenge and why? Support your arguments with reasoning. 	

Instructional Activity:

- Have students do a close reading of the following texts:
 - “Yellowface, whitewashing, and the history of white people playing Asian characters” by Jenn Fang (*Teen Vogue*, 2018): <https://www.teenvogue.com/story/yellowface-whitewashing-history>
 - “What is whitewashing - and why is it so harmful?” by Jamie Harrison (*Shape*, 2021): <https://www.shape.com/lifestyle/mind-and-body/whitewashing-definition>
 - “Hollywood has whitewashed Asian stories for decades. This year, they couldn’t ignore the backlash” by Traci G. Lee and Lakshmi Gandhi (NBC News, 2017): <https://www.nbcnews.com/news/asian-america/hollywood-has-whitewashed-asian-stories-decades-year-they-couldn-t-n830241>
- Facilitate a discussion about the readings using the following prompts:
 - What is the difference between yellowface and whitewashing?
 - How are APIDA underrepresented in movies and television?
 - What is the Hays Act and how did it negatively impact APIDA actors and actresses?
 - How are activists combating whitewashing and fighting for more APIDA representation?
 - What are the reasons for whitewashing and how does it support white supremacy?
 - What are the effects of whitewashing on the APIDA community?

Application/Engagement/Inquiry Activity:

- Have students study a movie that practices the whitewashing of Asian/APIDA characters and/or Asian/APIDA storylines. Some examples include: *Doctor Strange*, *Lords of Dogtown*, *Ghost in the Shell*, *Aloha*, *Annihilation*, *21*, *Death Note*, *Dragonball: Evolution*, *The Last Airbender*, etc.
- Have students Interview an APIDA person who has watched the movie and ask him/her/them about their feelings about the movie. (Another option is to read a review of the film by an APIDA person.)
- Have students write an analytical paper answering the following prompts:
 - How are Asian/APIDA characters and storylines written out?
 - How does the whitewashing affect the film? Is the film enhanced or diminished by it?
 - What needs to change in order to make the movie more representative of the APIDA community?

Assessment/Writing Activity:

- Have students write an essay given this prompt: How does the practice of whitewashing in movies and television negatively impact Asian Pacific Islander Desi American (APIDA) communities?

Extension Activities:

- Have students select a movie without any APIDA representation. Have them re-write the story to include

	<p>APIDA characters and storylines.</p>
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- Write a script featuring APIDA characters and storylines. Produce a short video featuring APIDA actors and actresses.
- Write letters to movie and television studios to encourage them to cast more APIDA characters and tell more APIDA stories.

THEME 5
CONCLUSION: SOLIDARITY AND ALLYSHIP

<p>Unit Description:</p>	<p>In this 3-week unit, students will focus on the challenges and successes of Asian Pacific Islander Desi American (APIDA) communities in forming solidarity with other communities in order to fight for social and racial justice. This unit will also address strategies and tactics that can be used to fight against the harmful effects of systemic racism and white supremacy.</p>
<p>Representative Performance Outcomes (Knowledge):</p>	<p><u>Unit 1: Standing Against Hatred</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Identify the ways in which communities of color in the United States have shared oppression under systemic racism and white supremacy ● Identify and analyze how the struggles of APIDA communities differ from other communities of color ● Define and analyze the problems of “oppression olympics” ● Analyze how the model minority myth prevented cross-cultural solidarity ● Examine how APIDA communities learned from, applied, and benefited from the Black community’s fight for civil rights, liberty, and justice <p><u>Unit 2: Struggles and Solidarity</u> In this unit, students will:</p> <ul style="list-style-type: none"> ● Analyze examples of how APIDA communities have been pitted against other communities of color (i.e., L.A. Riots, George Ferguson shooting, Akai Gurley murder, etc.) ● Describe the ways in which the APIDA community showed solidarity with the Black community (i.e., Yuri Kochiyama, Grace Lee Boggs, Anti-Vietnam War movement, L.A. Riots peace rally, Asians4BlackLives, etc.) ● Describe the ways in which the APIDA community showed solidarity with the Latinx community (i.e., Oxnard Strike, Delano Grape Strike, Punjabi men marrying Mexican women to defy California Alien Land Law, Latina and APIDA women 2014 sweatshop boycott, etc.) ● Describe the ways in which the APIDA community showed solidarity with the Native/Indigenous community (i.e., North Dakota Pipeline Protest, Native American occupation of Alcatraz, etc.) ● Analyze the role the APIDA community played in Black Lives Matters ● Examine the importance of building community consciousness and coalitions to fight systemic racism <p><u>Unit 3: Strategies for Justice</u> In this unit, students will:</p>

	<ul style="list-style-type: none"> ● Define performative activism ● Describe the strategies for bystander intervention which is used to combat anti-Asian hate (i.e., Direct, Distract, Delegate, Delay) ● Describe the four levels of solidarity: Symbolic Solidarity, Transactional Solidarity, Embodied Solidarity, and Transformative Solidarity ● Explain the importance of voting in the APIDA communities to gain political strength in order to yield positive changes and benefits ● Explain the important role education plays in combating anti-Asian hate 	
Links to Relevant AAEdU Lessons:	<ul style="list-style-type: none"> ● “The 1992 L.A. Civil Unrest”: https://asianamericanedu.org/unrest.html ● “Building Community Consciousness and Coalitions”: https://asianamericanedu.org/building-community-consciousness-and-coalitions.html ● “Our History, Our Future”: https://asianamericanedu.org/asian-americans-our-history-our-future.html 	
Sample Assignment for Theme 5		
Essential Question:	How are the Native Hawai‘ians and the Standing Rock Sioux tribe joined in their efforts to protect their native lands?	
Topic Background (Overview):	<p>Mauna Kea is a dormant volcano. To native Hawai‘ians, it’s the most sacred site of all their sacred sites. With dry air and a stable airflow, Mauna Kea, the highest point in the state, is an ideal site to observe astronomy. Several nations want to build the Thirty Meter Telescope (TMT), the largest telescope in the northern hemisphere, on Mauna Kea. Native Hawai‘ians, who have had enough of white colonizers exploiting their lands, are protesting this telescope. Starting in 2014, they started a movement to protest the construction of the TMT. They blocked roads, which stopped construction crews from being able to work. They camped on the road and rolled large rocks onto the roads. They did whatever they could to stop crews from working. Many protestors have been arrested. People from around the world, including Native American tribes, have come to support them. These protests are bringing indigenous land rights into national conversations. Several Native Hawai‘ians, who were active in the protests against the TMT on Mauna Kea, have gone to North Dakota to show their support for the Standing Rock Sioux Tribe in its fight against the construction of Dakota Access Pipeline (DAPL). The DAPL would damage sacred cultural sites and drinking water.</p>	
Objectives:	<p>Upon completion of this lesson, students will know:</p> <ul style="list-style-type: none"> ● The similarities and differences between the 	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> ● Increase their visual literacy skills by analyzing

	<p>Mauna Kea protests and the North Dakota Pipeline protests.</p> <ul style="list-style-type: none"> • The importance of indigenous land rights • The differences in how native people and white colonizers feel about their relationship to the land 	<p>photographs</p> <ul style="list-style-type: none"> • Critically read texts and identify the author's main arguments and evidence used to support the arguments • Formulate claims supported by evidence when speaking and writing • Write texts for the purpose of arguing and explaining
<p>Activities:</p>	<p>Anticipatory Set/Motivational Activity:</p> <ul style="list-style-type: none"> • Have students discuss an imaginary scenario in which the government is planning to build something on their house, forcing them to be removed. Elicit how students would feel about this. Discuss how their rights would be violated. • Show students pictures from the Mauna Kea protest and the North Dakota Pipeline Protest. • Show students this video clip: https://www.staradvertiser.com/2019/07/28/hawaii-news/standing-rock-yields-insight-on-mauna-kea/ • Facilitate a discussion using this prompt: <ul style="list-style-type: none"> ○ What is happening in these photographs? ○ What feelings do they evoke in you? <p>Instructional Activity:</p> <ul style="list-style-type: none"> • Have students do a close reading of the following texts: <ul style="list-style-type: none"> ○ “Native Hawai’ians, Asian Americans show support for North Dakota Pipeline Protest” by Frances Kai-Hwa Wang (<i>NBC</i>, 2016): https://www.nbcnews.com/storyline/dakota-pipeline-protests/native-hawaiians-asian-americans-show-support-north-dakota-pipeline-protest-n654321 ○ “Mauna Kea protests reveal problems in construction processes on native lands” by Christine Hitt (<i>Yes! Magazine</i>, 2019): https://www.yesmagazine.org/social-justice/2019/08/14/mauna-kea-protest-tmt ○ “Hundreds join Hawaii protest against North Dakota oil pipeline” by Ben Gutierrez (<i>Hawaii News Now</i>, 2016): https://www.hawaiinewsnow.com/story/33619261/hundreds-join-hawaii-protest-against-north-dakota-oil-pipeline/ • Facilitate a discussion about the readings using the following prompts: <ul style="list-style-type: none"> ○ What are similarities between the Mauna Kea protest and the North Dakota Pipeline Protest? ○ What are the differences between the Mauna Kea protest and the North Dakota Pipeline Protest? ○ What are the arguments for and against construction in both places? ○ How did Native Hawai’ians support the Standing Rock Sioux tribe? 	

- How did the Standing Rock Sioux tribe support Native Hawaiians?
- How does construction affect native people and cultures?

Application/Engagement/Inquiry Activity:

- Have students conduct research to find the following:
 - Three examples of how native Hawaiians use and/or treat the land
 - Three examples of how a native American tribe uses and/or treats the land
 - Three examples of how the United States, as white colonizers, use or treat native lands
 - Three issues related to indigenous land rights
- Facilitate a discussion using the following prompts:
 - What are the differences in how native people and how white colonizers use and treat lands?
 - To what extent do native people view themselves as land protectors, landowners, and land conquerors?
 - To what extent do white colonizers view themselves as land protectors, landowners, and land conquerors?

Assessment/Writing Activity:

- Have students write an essay given these prompts:
 - How are the Native Hawaiians and the Standing Rock Sioux tribe joined in their efforts to protect their native lands?
 - How and why did these two groups show solidarity for each other?
 - How do these protests show the importance of cross-cultural solidarity?

Extension Activities:

- Have students research more about the Mauna Kea protest or the North Dakota Pipeline Protest. Have them analyze the pros and cons and the impacts on indigenous communities. Have them write an opinion piece supporting one side of the debate. Encourage them to participate in the protest in some way.
- Have students consider their own relationship with the land. Have them complete the following tasks:
 - Write a list of ways you currently use or treat the land.
 - Write a list of examples of how you act like a protector or steward of land.
 - Write a list of examples of how you act like an owner or conqueror of land.
 - Write a list of action steps you need to take in order to adopt a more native approach to land stewardship. Think: How are you protecting and taking care of the land for future generations?
- Have students research the Hawaiian sovereignty movement and learn more about how and why Native Hawaiians are different from native American tribes in regard to self-governance and their relationship

	with the federal government.
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