

Ethnic Studies Lesson 5A: Asian American Identity

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will determine what they know about Asian American origins, cultures and civil rights issues and determine what they still want to learn.

Essential Questions:

What do we know about Asian American culture and what do we want to learn?

How has life changed for Asian Americans in the United States over the last one hundred and fifty years?

Materials:

[PEW Research Center, Documentary: Being Asian in America](#)

[USA Facts: AAPI Demographics: Data on Asian American ethnicities, geography, income, and education](#)

5A: Support KWL Chart

Vocabulary:

East Asian Southeast Asian	South Asian Central Asian	Pacific Islander
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Lesson Steps:

- **Step 1:** As a class, present 5A: Support KWL Chart to the class. Ask students what they already know about Asian American history in the U.S. Make sure to note what questions they have and would like to pursue as well. Have students watch: [PEW Research Center, Documentary: Being Asian in America](#) (video 32 minutes, 39 seconds). As students watch, have them take notes on what nationalities are represented. Students should also take note of what terminology is helpful when referring to someone of Asian American heritage. Finally, students should note common themes where civil rights were limited.

When students have finished, as a class, have students share their notes.

Ask students what questions they continue to have about who Asian Americans are. Have students work in pairs and read: [U.S.A. Facts: AAPI Demographics: Data on Asian American ethnicities, geography, income, and education](#). As students are reading, they should create a set of 20 flash cards on 3 x 5 cards, with a question about AAPI demographics, facts or geography and the answer on the reverse side.

When students have completed their flashcards, have them meet with another pair and review the questions and answers. If time allows, have students create categories for a Jeopardy style board game. Post the answers on the board, and students must state the question.

- **Step 2:** As a class, ask students this lesson's questions, "What do we know about Asian American culture and what do we want to learn?" Also ask this unit's question, "How has life changed for Asian Americans over the last 150 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits, and as homework, have students watch, [ABC News: Asian Americans endure long fight against history of exclusion in the U.S.](#) (video 3 minutes, 20 seconds). As students watch, they should take note of how Asian Americans have worked with other cultures to improve civil rights. Students should note several examples in a short paragraph.

Additional Readings and Resources:

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Qin, Amy, "They're Asian. They're America. But, They Wonder Are They Asian American?", *New York Times*, June 1, 2024. (on Bhutanese Americans) Bhutanese Americans
<https://www.nytimes.com/2024/06/01/us/asian-american-identity-bhutanese.html>

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

Sowell, Thomas. *Migrations And Cultures: A World View*. Basic Books, 1996, chaps, 3, 5, 7.

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies Lesson 5B: Asian American Early Immigration Part 1

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement
- 3) Systems of Power

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 5) Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Analyze the social, economic, and political factors that contributed to immigration and migration patterns in American history. (11.1.5)

Examine the experiences of immigrants and migrants from various regions of the world, including Chinese immigrants in the 19th century, and analyze the push and pull factors that influenced their decisions to migrate to the United States. (8.12)

Evaluate the impact of immigration policies and laws on immigrant communities and the broader society, including the US response to Chinese immigration during the 19th century. (4.4)

Grade Levels: 10-12

Time: 1 ½ hours

Lesson Purpose:

Students will study the push and pull factors of Chinese immigration during the 19th century. Students will also see the realities of life for Chinese immigrants, as well as the US response to this growing immigration.

Essential Questions:

What factors contributed to Chinese immigration during the 19th century, and what was life like for Chinese immigrants?

*How did the U.S. respond to Chinese immigration?
How has life changed for Asian Americans over the last 150 years?*

Materials:

[Re-imagining Migration: Why Chinese People Came to the United States](#)

5B: Support Worksheet

[Library of Congress: Intolerance](#)

[Wyoming History: The Rock Springs Massacre](#)

[U.S. Department of Labor: Hall of Honor Inductee: The Chinese Railroad Workers](#)

[Library of Congress: Building Chinatowns](#)

[Immigration History: People v. Hall](#)

[National Park Service: Mary Tape](#)

[Smithsonian Magazine: Anti-Chinese Riot of 1880](#)

[Library of Congress: The anti-Chinese Wall](#)

[Nature: Plague in San Francisco: rats, racism and reform](#)

[TED -ED: The Dark History of the Chinese Exclusion Act of 1882](#)

5A: Support KWL Chart

Vocabulary:

Xenophobic Chinese Exclusion Act	Bubonic plague	Trans-continental railroad
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Lesson Steps:

- **Step 1:** As a class, ask students what they already know about the push and pull factors for Chinese and Japanese immigration to the United States during the 19th and 20th centuries. Have students watch the video midway through this page: [Re-imagining Migration: Why Chinese People Came to the United States](#) (video 6 minutes, 16 seconds). As students watch, have them note the push and pull factors for the four waves of Chinese immigration. Ask students to also take notes on the realities of life for the Chinese immigrants. Stop the video frequently, so students can take notes.

When the video is complete, show students 5B: Support Worksheet for this lesson. Have students help fill in the push and pull factors as well as the realities at the bottom portion of the page.

- **Step 2:** As a class, let students know they will continue to research the realities of early Chinese immigrants. As a class, use a group reading strategy such as popcorn or round robin to reach out loud, [Library of Congress: Intolerance](#). As students listen to the reading, have them take notes on what the realities were of living as a Chinese immigrant during the 1900s. When the reading is complete, as a class, have students help fill in the boxes on this week's worksheet that coincide with the realities they read about. Students will continue their research and continue adding to the shared worksheets in the following groups. Students should be careful to cite their sources. Form students into 8 groups:

- [Wyoming History: The Rock Springs Massacre](#)
- [U.S. Department of Labor: Hall of Honor Inductee: The Chinese Railroad Workers](#)
- [Library of Congress: Building Chinatowns](#)

- [Immigration History: People v. Hall](#)
- [National Park Service: Mary Tape](#)
- [Smithsonian Magazine: Anti-Chinese Riot of 1880](#)
- [Library of Congress: The anti-Chinese Wall](#)
- [Nature: Plague in San Francisco: rats, racism and reform](#)

- **Step 3:** As a class, have students watch [TED -ED: The Dark History of the Chinese Exclusion Act of 1882](#) (video 5 minutes, 57 seconds). As students watch, have them listen for the who, what, where, when and why of the Chinese Exclusion Act and the realities this act imposed on Chinese American Immigrants.

When students have finished watching, help students create an event card for a new Asian American timeline. Create this timeline below and running concurrently. Also have students help add notes to the unit's worksheet on the realities of life for Chinese immigrants after the Chinese Exclusion Act.

- **Step 4:** As a class, ask students this lesson's questions, "What factors contributed to Chinese immigration during the 19th century, and what was life like for Chinese immigrants? How did the U.S. respond to Chinese immigration?" Also ask this unit's question, "How has life changed for Asian Americans over the last 150 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students watch [Forest Service: Legacy of the Chinese on the American Railroad](#) (video 20 minutes, 27 seconds). As students watch, have students take notes on what was the legacy of the early migration of the Chinese to California. They should answer the question, "How might U.S. history be different without the immigration of Chinese American immigrants?"

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

"Asian Exclusion in American Immigration Policy," by Zachary Gochenour. In *Public Choice Analyses of American Economic History*, vol. 2, ed. by Joshua Hall and Marcus Witcher. Springer, 2018. Pp. 57-68.

Download PDF

"E. A. Ross: The Progressive as Nativist," by Julius Weinberg. *The Wisconsin Magazine of History*, vol. 50, no. 3 (1967), pp. 242–53.

Jacobsen, Thomas, "[Laissez-Faire and the Chinese Persecutions in San Francisco](#)," *Rampart Journal of Individualist Thought*, vol. IV, no. 3 (Fall 1968), pp. 39–44.

Sowell, Thomas. *Migrations And Cultures: A World View*. Basic Books, 1996, chaps. 3, 5, 7.

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

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[Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies Lesson 5C: Asian American Early Immigration Part 2

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement
- 3) Systems of Power

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 5) Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Evaluate the impact of immigration policies and laws on immigrant communities and the broader society, including the US response to Japanese immigration during the early 20th century. (10.3)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will study the push and pull factors of Japanese immigration during the early 20th century. Students will also see the realities of life for Japanese immigrants, as well as the US response to this growing immigration.

Essential Questions:

What factors contributed to Japanese immigration during the 20th century, and what was life like for Japanese immigrants?

How did the U.S. respond to Japanese immigration?

How has life changed for Asian Americans over the last 150 years?

Materials:

5B: Support Worksheet

[Library of Congress: Japanese](#)

[Library of Congress: The U.S. Mainland: Growth and Resistance](#)

[Stanford Medicine: Dates in Japanese Immigration and History](#)

[PBS, Angel Island and the Chinese Exclusion Act](#)

[Densho Encyclopedia: Gentlemen's Agreement](#)

[Daily Dose: Immigration Act of 1924](#)

5A: Support KWL Chart

Vocabulary:

Angel Island	Issei generation	Nesei generation
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Lesson Steps:

- **Step 1:** As a class, ask students what they already know about the push and pull factors for Japanese immigration. Break students into pairs to read the following websites. As students read, students should continue to add to the last lesson's 5B: Support Worksheet on push and pull factors as well as on the realities of immigration for the Japanese and other Asians.
 - [Library of Congress: Japanese](#)
 - [Library of Congress: The U.S. Mainland: Growth and Resistance](#)
 - [Stanford Medicine: Dates in Japanese Immigration and History](#)

When students have completed their research, have them meet with one other pair to check their notes. As a class, ask students to share what push and pull factors they discovered for Japanese Americans. Also, what were the realities of Japanese immigrants?

- **Step 2:** As a class, ask students what they know about Ellis Island and the Statue of Liberty. What do they already know about Angel Island on the West coast? Have students watch: [PBS, Angel Island and the Chinese Exclusion Act](#) (video 5 minutes, 25 seconds). As students watch, they should take notes on the realities of life for Asian immigrants. When the video is complete, have students share their notes and, as a class, add these notes to the shared WORKSHEET.
- **Step 3:** As a class, use a whole class reading method such as popcorn or round robin reading to read [Densho Encyclopedia: Gentlemen's Agreement](#). As students read, have students take notes on the who, what, when, and why of the 1907 agreement. Also, have students listen to: [Daily Dose: Immigration Act of 1924](#) (video 3 minutes, 29 seconds). Again, students should take note of the who, what, when, where, and why of the 1924 Act as well as the 1965 Immigration Act. When students have finished watching the video, help students create event cards for the three events and place them on the class timeline.
- **Step 4:** As a class, ask students this lesson's questions, "What factors contributed to Japanese immigration during the 20th century, and what was life like for Japanese immigrants? How did the U.S. respond to Japanese immigration?" Also ask this unit's question, "How has life changed for

Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students watch, [AJ+, What Led to the Decline of Japanese-American Farmers in California](#) (video 9 minutes, 3 seconds). As students watch the video, have students take notes on what were some of the legacies of early immigration of Japanese to California. They should answer the question, “How might U.S. history be different without the immigration of Japanese Americans?”

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

Sowell, Thomas. *Migrations And Cultures: A World View*. Basic Books, 1996, chaps, 3, 5, 7.

[AJ+, What Led to the Decline of Japanese American Farmers in California](#)

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

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Ethnic Studies Lesson 5D: Asian American Experience During WWII

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 2) History and Movement
- 3) Systems of Power

Values and Principles:

- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 5) Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Evaluate the consequences of wartime policies, such as Executive Order 9066 and the internment of Japanese Americans, on civil liberties and democratic principles in the United States. (11.7)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research the differences between how Japanese and Chinese Americans were treated during World War II and the legacies this treatment had for Asian Americans.

Essential Questions:

What legacies are there from the treatment of Japanese and Chinese Americans during World War II?

How has life changed for Asian Americans over the last 150 years?

Materials:

[Retro Report: How a 1944 Supreme Court Ruling on Internment Camps Led to a Reckoning](#)

[National Archives: Executive Order 9066](#)

[Oyez: Korematsu v. United States](#)

[Densho Encyclopedia: Civil Liberties Act of 1988](#)

[Los Angeles Times: Madame Chiang's Influence on America](#)
[Immigration History: Repeal of the Chinese Exclusion Act](#)
[The U.S. Army: "Go For Broke"](#)

5A: Support KWL Chart

Vocabulary:

Executive Order 9066 Civil Liberties Act of 1988	Oyez: Korematsu v. United States	Magnuson Act 442nd Infantry
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Lesson Steps:

- **Step 1:** As a class, ask students what they already know about how Asian Americans were treated during World War II. As a class, ask students to watch [Retro Report: How a 1944 Supreme Court Ruling on Internment Camps Led to a Reckoning](#) (video 10 minutes, 15 seconds). As students watch, ask them to take notes on the who, what, where, when, and why of the 1942 Executive Order 9066, the 1944 Korematsu v. the United States, and the 1988 Civil Liberties Act. Stop the video frequently for students to take notes. When the video is complete, pair the students to compare notes, and give the groups the following websites to continue their research:

- [National Archives: Executive Order 9066](#)
- [Oyez: Korematsu v. United States](#)
- [Densho Encyclopedia: Civil Liberties Act of 1988](#)

When students have completed their research, have pairs meet with another pair to check their notes. As a class, have students share information on these events in order to create event cards. Add the three event cards to the class timeline.

- **Step 2:** Ask students what they know about the differences in how Chinese Americans were treated compared to Japanese Americans during World War II. Have students continue in pairs to research the repeal of the Chinese Exclusion Act with the Magnuson Act. As students research, have them look for the who, what, when, where and why of the Magnuson Act.

- [Los Angeles Times: Madame Chiang's Influence on America](#)
- [Immigration History: Repeal of the Chinese Exclusion Act](#)

When students have finished researching, have pairs meet with one other pair to check their notes. As a class, have students help complete an event card for the Magnuson Act and place it on the class timeline.

- **Step 3:** Let students know that despite Japanese internment in the US, there were many Japanese Americans from Hawaii that served in the Army. Have students watch [The U.S. Army: "Go For Broke"](#) (video 4 minutes, 15 seconds). As students watch, ask students to take notes on how Japanese Americans added to the war effort. When the video is over, as a class, have students share.
- **Step 4:** As a class, ask students this lesson's questions, "What legacies are there from the treatment of Japanese and Chinese Americans during World War II?" Also ask this unit's question, "How has life

changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits, ask students to watch [Hawaii News Now: New Documentary tells little-known story of Hawaii’s Japanese-Americans during WWII](#) (video 3 minutes, 21 seconds) and look at [Japanese American National Museum, Map of Japanese American Internment Sites](#). As students view these resources, ask students to take notes on how the response of Japanese Americans after the war shows the character trait of resilience. Students should write their response in a short paragraph.

Additional Readings and Resources:

Jonathan J. Bean, R.C. Hoiles, Civil Rights Pioneer, Orange County Register, November 25, 2007
<https://www.independent.org/news/article.asp?id=2086>

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

[The Orange County Register: In his own words: R.C. Hoiles on the WWII Japanese internment](#)

[Reason: How FDR Emasculated the Black Press in World War II](#)

Irons, Peter H. *Justice at War*. Oxford Univ. Press, 1983.

[University of California Television: Japanese American Incarceration Reconsidered: 1941-2010 with Roger Daniels](#)

[Center for Arkansas History and Culture: Interview with Roger Daniels, historian on Japanese American internment](#)

Beito, David T. *The New Deal's War on the Bill of Rights: The Untold Story of FDR's Concentration Camps, Censorship, and Mass Surveillance*. Independent Institute, 2023.

Beito, David T. No More Excuses for FDR’s Concentration Camps for Japanese Americans. The Orange County Register Wed. August 30, 2023

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Ethnic Studies Lesson 5E: Asian American Experience During the Cold War

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 2) History and Movement
- 3) Systems of Power
- 4) Social Movements and Equity

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 5) Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
- 6) Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Analyze the impact of US immigration policies on Asian American communities during the Cold War period, including the Immigration and Nationality Act of 1965. (11.11)

Examine the shifting demographics of Asian Americans in the United States during the Cold War era and evaluate the factors contributing to these changes. (10.9)

Grade Levels: 10-12

Time: 1 ½ hours

Lesson Purpose:

Students will research US immigration policy for Asian Americans during the Cold War period. Students will also analyze shifting Asian American demographics, and the Asian American response to civil rights issues during this time period.

Essential Questions:

How did U.S. immigration policy change for Asian Americans during the Cold War period?

How did these changes impact Asian American demographics and the Asian American response to Civil rights issues?

How has life changed for Asian Americans over the last 150 years?

Materials:

[PBS: McCarthyism, Asian Americans](#)

[National Park Service Asian American Pacific Islander National Historic Landmarks Theme Study](#)

[Japanese American Citizens League History](#)

[PBS: The Fight for Ethnic Studies | Asian Americans](#)

5A: Support KWL Chart

Vocabulary:

Cold War McCarthyism	McCarran-Walter Act of 1952 (also known as the Immigration and Nationality Act of 1952) Hart-Celler Immigration Act of 1965	Chain migration Yellow Peril Model Minority Herrenvolk Japanese American Citizens League Asian American Political Alliance Third World Liberation Front
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Lesson Steps:

- **Step 1:** As a class, ask students what they already know about how Asian Americans were treated during the Cold War. Have students watch [PBS: McCarthyism, Asian Americans](#) (video 7 minutes, 3 seconds). As students watch, have them take notes on the reason why Chinese Americans went from allies during WWII to enemies from 1950 to the 1990's. When students have completed the video, have them share their notes as a class. Remind students that the Cold War was an escalation of tensions between the United States and Russia, but any country that was Communist was drawn into that conflict.
- **Step 2:** Print pages 8 and 9 (pages 229 and 230 in the study) of [National Park Service Asian American Pacific Islander National Historic Landmarks Theme Study](#), and make enough copies for pairs to mark on. Break the class into pairs. As the pairs read the study the first time, have them underline the who, what, where, when, and why of the 1952 McCarran-Walter Act, and the 1965 Hart-Celler Immigration Act in paragraphs 1 and 2. When student pairs read the study the second time, have them circle the unintended consequences of these acts in paragraphs 3 and 4. When the students read the article for the third time, have them star or highlight the main idea of the article in paragraph 1 and the conclusion sentence in paragraph 4.

When students have completed the reading, have them share their notes with one other pair. When students have completed their sharing, as a class, have students help create an event card for the 1952 and 1965 Acts. Place the event cards on the timeline. As a class, discuss the unintended consequences of these acts and share the main idea of turning Asian Americans from “Yellow Perils” to “Model Minorities.”

- **Step 3:** ● Continue work in pairs. Have student pairs look at [Japanese American Citizens League History](#). Have pairs look at Civil Rights activism by decade, i.e. have pairs 1 and 2 identify interesting activity from 1929 to 1945, pairs 3 and 4 from 1945 to 1949, pairs 4 and 5 from 1950 to 1959, pairs 6 and 7 from 1960 to 1969, pairs 8 and 9 from 1970 to 1979, pairs 10 and 11 from 1980 to 1989, pairs 12 and 13 from 1990 to 1999, and pairs 14 and 15 from 2000 to the present. Students should note how many activities JACL was involved in and remark on some notable activities.

When students have completed the reading, as a class, have the pairs share their research.

As a class, watch [PBS: The Fight for Ethnic Studies | Asian Americans](#) (video 7 minutes, 4 seconds). As students watch, have students take notes to answer the question, “How did changing immigration policies affect the makeup of Asian American citizenry? How did that educated citizenry respond to the growing Asian American civil rights movement?” When students have finished watching the video, as a class, have students share their notes.

- **Step 4:** As a class, ask students this lesson’s questions, “How did U.S. immigration policy change for Asian Americans during the Cold War period? How did these changes impact Asian American demographics and the Asian American response to Civil rights issues?” Also ask this unit’s question, “How has life changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits, and for homework, have students read Think: [NBC Opinion, Analysis, Essays: Coronavirus fears show how ‘model minority’ Asian Americans become the ‘yellow peril’](#). As students read, have students take notes to answer the question, “How do stereotypes limit our views of people? Why are stereotypes so persistent?” Students should write a long paragraph that includes a main idea, claims, evidence, and a conclusion. Students should be careful to accurately cite their sources.

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

[National Park Service: AAPI National Historic Landmarks Theme Study, pages 275 - 276 \(Early Organizations and Campus Activism\)](#).

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

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Ethnic Studies Lesson 5F: Asian American Pacific Islander

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement
- 3) Systems of Power

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 3) Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society
- 4) Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- 5) Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Analyze the interactions between the United States and Pacific Islander populations, including the impact of colonization, trade, and immigration on native populations. (10.4)
Examine the experiences of Pacific Islander communities in relation to American interests, policies, and stereotypes, and evaluate how these experiences challenge prevailing narratives. (10.4)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will investigate the Pacific Islander experience through the dual lenses of American interests and native populations and note how understanding Pacific Islander experiences challenges stereotypes.

Essential Questions:

What were American interests in the Pacific during the 1800 and 1900's?

How have Pacific Islanders responded to those interests, and how do their unique experiences challenge Pacific Islander stereotypes?

How has life changed for Asian Americans over the last 150 years?

Materials:

[Office of the Historian: United States Maritime Expansion across the Pacific](#)

[TED-Ed: The dark history of the overthrow of Hawaii](#) (video 5 minutes, 46 seconds)

[PBS Hawaii Statehood, Asian Americans](#) (video 3 minutes, 11 seconds)

[Office of the Historian: The Philippine-American War, 1899 - 1902](#)

[History: How the United States Ended Up With Guam](#)

[US Department of Interior: American Samoa](#) and [Brown Political Review: Decolonizing America: American Samoa](#)

[The U.S. Army, "Soldier Stories: Filipino American Heritage](#)

5A: Support KWL Chart

Vocabulary:

Imperialism Spanish American War.	Chamorro Monarchy	Philippine American War
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Lesson Steps:

- **Step 1:** As a class, ask students what they already know about American Imperialism in the Pacific during the 19th century or about the Spanish American War. Use a group reading method such as popcorn or round robin to read [Office of the Historian: United States Maritime Expansion across the Pacific](#). As students read, have them take notes on what were the U.S. interests in expanding across the Pacific. When students have completed reading, as a class, have students share what these early interests were.
- **Step 2:** Ask students what they know about the reactions of these annexed territories to U.S. expansionism. Separate the class into 5 groups. Have the groups go through 5 stations and take notes on the point of view of native or Asian groups in the Pacific Island U.S. territories.
 - [TED-Ed: The dark history of the overthrow of Hawaii](#) (video 5 minutes, 46 seconds)
 - [PBS Hawaii Statehood, Asian Americans](#) (video 3 minutes, 11 seconds)
 - [Office of the Historian: The Philippine-American War, 1899 - 1902](#)
 - [History: How the United States Ended Up With Guam](#)
 - [US Department of Interior: American Samoa](#) and [Brown Political Review: Decolonizing America: American Samoa](#)

When students have completed their stations, as a class, have students share the point of views for Filipinos, Native Hawaiians, the Chamorro population of Guam, American Samoans, and Asian Americans living in Hawaii.

- **Step 3:** As a class, ask students to watch [The U.S. Army, “Soldier Stories: Filipino American Heritage](#) (video 8 minutes, 55 seconds). As students watch, students should take notes on what surprises them about Filipino American soldiers. They should take down details that help them answer the question, “How does understanding the stories of Filipino American soldiers change your views of any Filipino stereotypes?” When students have finished watching the video, as a class, have students share their answers.
- **Step 4:** As a class, ask students this lesson’s questions, “What were American interests in the Pacific during the 1800 and 1900’s? How have Pacific Islanders responded to those interests, and how do their unique experiences challenge Pacific Islander stereotypes?” Also ask this unit’s question, “How has life changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time allows, and for homework, have students watch [Smithsonian: Asian Pacific American: How Hawai’i Became the Most Literate Nation in the World](#). (video 12 minutes, 30 seconds). As students watch, students should take notes of what surprises them about Hawaiian literacy during the period of pre-statehood. Their notes should include details to answer the question, “How does understanding Hawaiian literacy prior to statehood change your views of any stereotypes you might have held about Hawaiian or Pacific Islanders?”

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

Grover Cleveland on the annexation of Hawaii

https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1283

NEA on the annexation of Hawaii

<https://www.nea.org/nea-today/all-news-articles/us-occupation-hawaiian-kingdom>

Tompkins, E. Berkeley. *Anti-Imperialism in the United States: The Great Debate, 1890-1920*.

University of Pennsylvania Press, 1970.

[Smithsonian: Asian Pacific American: How Hawai’i Became the Most Literate Nation in the World](#)

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Ethnic Studies Lesson 5G: Asian Americans the Hmong People

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research Hmong immigration to the US, the Hmong culture, and Hmong individual experiences in order to challenge existing Asian American stereotypes.

Essential Questions:

How are the Hmong American experiences different from other Asian American communities?

How does researching the Hmong People and their individual experiences challenge Asian American stereotypes?

How has life changed for Asian Americans over the last 150 years?

Materials:

[CCX News: Fleeing Home: Hmong Memories of the Secret War](#)

5G: Support Worksheet

[MPR News—10 things about Hmong culture, food and language you probably didn't know](#)

[Migration Policy Institute: The Foreign-Born Hmong in the U.S.](#)

[Hmong National Development \(HND\), Hmong Education](#)

[Hmong Independent: A Struggle to Be Seen](#)

[Hmong Archives: Resources](#)

5A: KWL Chart

Vocabulary:

Hmong refugee	Laos	CIA
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Lesson Steps:

- **Step 1:** As a class, ask students what they know about Hmong Americans. Have students watch [CCX News: Fleeing Home: Hmong Memories of the Secret War](#) (video 6 minutes, 47 seconds). As students watch, they should take notes on what the push and pull immigration factors were that led Hmong People to flee Laos and immigrate to the U.S. When the video is complete, as a class, have students share their notes. Show students 5G: Support Worksheet for this lesson and help fill in a few of the boxes that are appropriate from the video.
- **Step 2:** Ask students what they remember about the “Yellow Peril” and “Model Minority” stereotypes. What do they think are some Hmong stereotypes? What might be some surprising factors? Break students into five groups and have them research one topic to continue to add to the worksheet. Students should use the following sources and cite their source of information carefully.
 - [MPR News—10 things about Hmong culture, food and language you probably didn’t know](#)
 - [Migration Policy Institute: The Foreign-Born Hmong in the U.S.](#)
 - [Hmong National Development \(HND\), Hmong Education](#)
 - [Hmong Independent: A Struggle to Be Seen](#)
 - [Hmong Archives: Resources](#) (students should click on a month in the Archive to select an entry.

When students have completed their research, as a class, have them share by group what information was found and what was surprising. Remind students that Hmong is an ethnic group and not a country of origin. How might that information and the information that most Hmong People fled with few possessions to the US help to explain some of the differences between the Hmong People and other Asian American groups?

- **Step 3:** Have students watch through minute 8:20: [Washington Post: Oakland, CA, Mayor on Breaking Barriers in the Hmong community.](#) (video 32 minutes, 16 seconds). As students watch, students should take notes of what surprises them about Mayor Sheng Thao and her Hmong background. Their notes should include details to answer the question, “How does understanding one Hmong story change your views of any stereotypes you might have held about the Hmong People or Asian Americans?”
- **Step 4:** As a class, ask students this lesson’s questions, “How are the Hmong American experiences different from other Asian American communities? How does researching the Hmong People and their individual experiences challenge Asian American stereotypes?” Also ask this unit’s question,

“How has life changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time allows, and for homework, have students read: [Migration Policy Institute: Vietnamese Immigrants in the United States](#). As students read, they should be looking for points that compare and contrast the Hmong People immigration with Vietnamese immigration. Write a long paragraph about how these migrations are similar and how they are different.

Essential Question Assessment, Application, Action, and Reflection:

As time allows, and for homework, have students read: [Migration Policy Institute: Vietnamese Immigrants in the United States](#). As students read, they should be looking for points that compare and contrast the Hmong People immigration with Vietnamese immigration. Write a long paragraph about how these migrations are similar and how they are different.

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

[Migration Policy Institute: Vietnamese Immigrants in the United States](#)

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Ethnic Studies Lesson 5H: Asian American, South Asian and Sikh Americans

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Analyze the unique experiences and contributions of South Asian and Sikh American communities to American society, including challenges they have faced and their impact on cultural diversity. (11.2)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will investigate the geography and statistics of South Asian immigration to the US as well as the unique experiences of South Asians and Sikh Americans.

Essential Questions:

Where are South Asian Americans from, why did they come to the U.S., and what are their unique experiences?

How do these experiences challenge Asian American stereotypes?

How has life changed for Asian Americans over the last 150 years?

Materials:

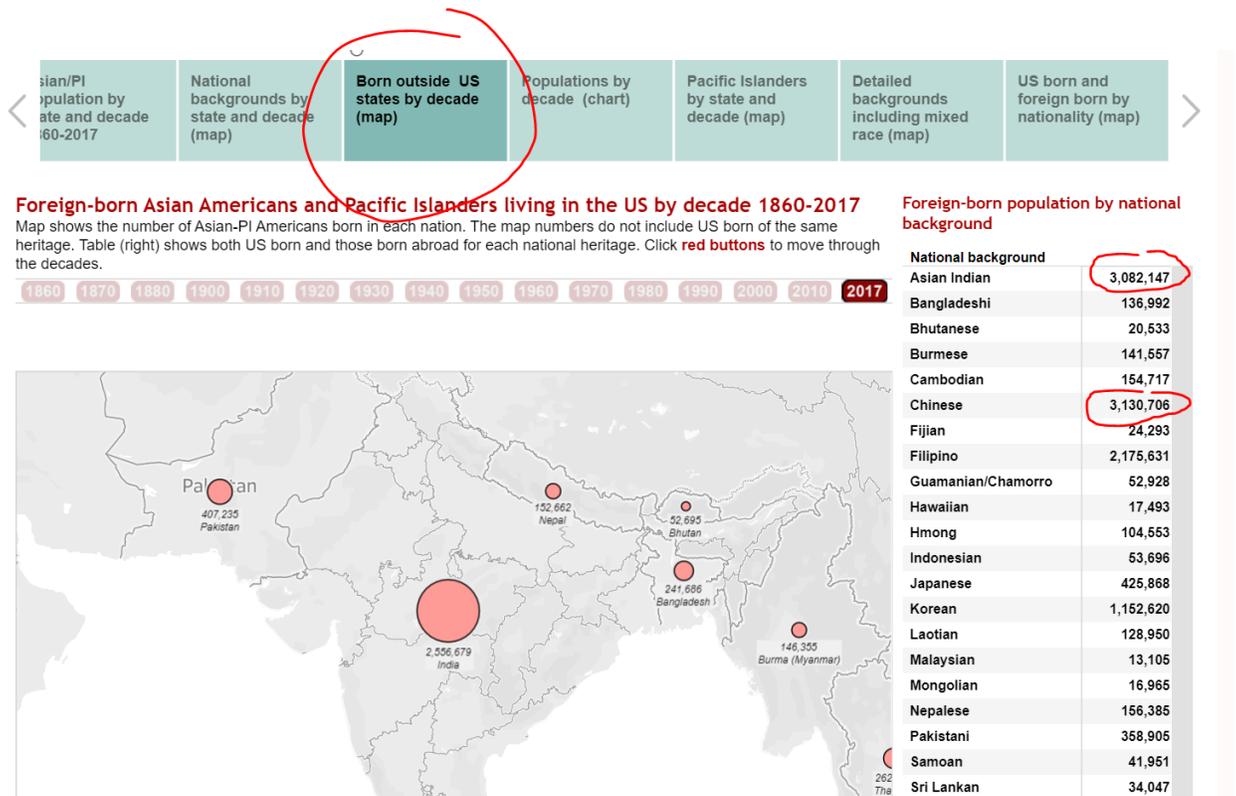
[University of Washington, America's Great Migrations Project: Mapping Asian American and Pacific Islander Migrations](#)

Vocabulary:

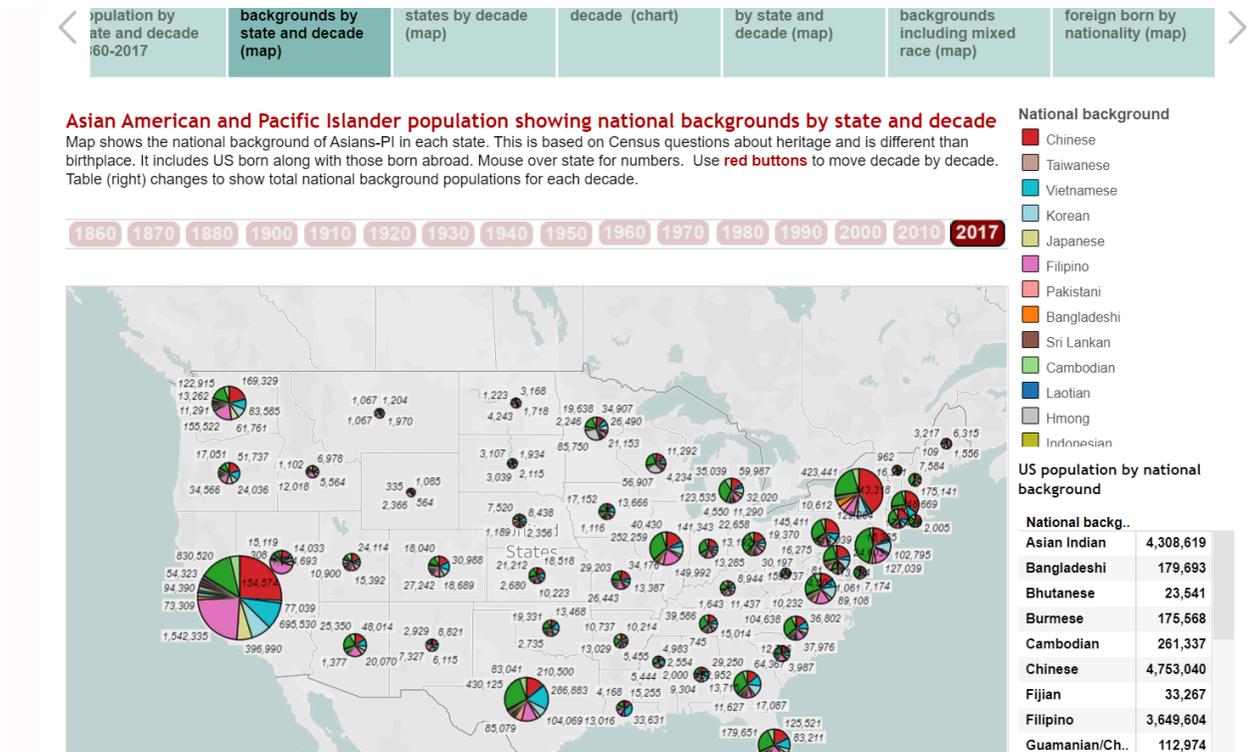
East Indian	Sikh	South Asian
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Lesson Steps:

- Step 1:** As a class, ask students what they know about where South Asia is. As a class, show the [University of Washington, America's Great Migrations Project: Mapping Asian American and Pacific Islander Migrations](#). Mid-page, click on the Born Outside U.S. states by decade map. Zooming and moving on the map is made possible with the arrow icon. Zoom in on India, Bangladesh, Bhutan, Nepal, Pakistan and Sri Lanka. Ask students to note the number of Asian Indian foreign born in the U.S. in the 2017 census and the number of Chinese foreign born during that time.



Go through the decades, to show students that it wasn't until 1980 that South Asian numbers began to grow in the U.S. Before leaving the site, show students the tab on National Background by state, and click through the years.



Break the class into pairs and have students log into the Migrations Project site. Using 3x5 cards, have students research the South Asian Americans and write one question for another group to answer. On the backside of the card, students should list 3 clues (such as what tab to use, what year to look at, what part of the map to start in, etc. before listing the answer. Students should cover the hints and answer with a sticky note. When students have completed their quest, they can share their questions with another group and rotate groups until all questions have been answered.

- Step 2:** Ask students what they know about South Asians in America. Do they know of South Asian stereotypes? As a class, ask students to watch [Fox 5 News: South Asians in America: Redefining the American Dream](#) (video 6 minutes, 18 seconds). As students watch, have them take notes on what are surprising aspects of South Asian Americans. How has learning this information challenged stereotypes? When students have finished watching the video, have them share their notes. Help students reflect on the 1965 Immigration Act event card to understand why many South Asian immigrants may have come with higher education expectations.
- Step 3:** Ask students what they know about Sikh Americans from Punjab. Using a group reading strategy such as popcorn or round robin, have students read: [Sikh Coalition, Sikhs in America](#). As students read, they should take notes on what makes this group unique from other Asian American stereotypes. When students have finished reading, as a class, have them share their notes.

Have students watch, [NBC News: Do You Know What a Sikh Is?](#) (video 3 minutes, 25 seconds.) As students watch, they should take notes on any additional information they learn about what a Sikh American is. How does learning about the Sikh American experience help challenge Asian American stereotypes?

- **Step 4:** As a class, ask students this lesson’s questions, “Where are South Asian Americans from, why did they come to the U.S., and what are their unique experiences? How do these experiences challenge Asian American stereotypes?” Also ask this unit’s question, “How has life changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students watch [South Asian American Digital Archive: Kala Bagai](#) (video 4 minutes, 12 seconds). As students watch, students should take notes on how the South Asian experience of entering through Angel Island to California was both different and the same as the Chinese and Japanese immigrants. How does learning the individual story of Kala Bagai help challenge any stereotypes of South Asians or Asian Americans? Students should write a short paragraph and cite their sources carefully.

Additional Readings and Resources:

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

Sowell, Thomas. *Migrations And Cultures: A World View*. Basic Books, 1996, chap. 7.

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Ethnic Studies Lesson 5I:

Asian American Similarities and Differences, Part 1

TOPICS:

ASIAN AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Investigate the religions and political systems of South Asia, Southeast Asia, and East Asia, and analyze their impacts on Asian American communities in the United States. (12.9)

Lesson Purpose

Students will investigate the religions and politics of South Asia, Southeast Asia and East Asia to determine those areas' impacts on Asian Americans.

Essential Questions

How do the politics and religions of South Asia, Southeast Asia, and East Asia continue to impact Asian Americans?

How has life changed for Asian Americans over the last 150 years?

Materials

[TED-Ed, The five major world religions](#)

[Jainism 101: What is Jainism](#)

[Daoism: The Basics](#)

[Pew Research, Religion Among Asian Americans](#)

[Council on Foreign Relations: World 101—Politics East Asia](#)

[Council on Foreign Relations: World 101—Politics South Asia and Central Asia](#)

[NBC News: Generational Changes in Asian America's Politics](#)

WORKSHEET

[Unit 5 KWL Chart](#)

Vocabulary

East Asian	Southeast Asian	South Asia
Buddhism	Islam	Hinduism
Daoism		Jainism

Lesson Steps

Step 1:

- As a class, ask students what they know about the similarities and differences among the religions of Asian Americans: Islam, Buddhism, Hinduism, Taoism, Christianity, Judaism and Jainism. As a review, have students watch: [TED-Ed, The five major world religions](#) (video 11 minutes, 9 seconds). As students watch, students should take notes where these five major religions originated and where they are practiced today. When the video is complete, show students this unit's WORKSHEET and have them help complete the section on religion in the shared worksheet.
- Let students know that two other, smaller religions from India and China have an impact on the culture of those countries and the cultures of Asian Americans. Have students watch, [Jainism 101: What is Jainism](#) (video 1 minute, 30 seconds) and [Daoism: The Basics](#) (video 3 minutes, 22 seconds). As students watch, they should take notes on where these religions originated. When the videos are over, have students help add these to the correct location in the WORKSHEET.
- As a class, analyze the graph of Majority Religion by Country (midway down the page) from [Pew Research, The Global Religious Landscape](#). Ask students if the current, majority religion in South Asia, Southeast Asia and East Asia is aligned with where the religions began. Make sure that students

understand that there are minority religions within these vast areas, just as the U.S. shows Christianity as being the majority religion, but there are many more minority religions practiced here. (If students have questions there are more resources in the Additional Resources section.)

Step 2:

- Ask students what they believe this research about Asian religions by country might have to do with the religions of Asian Americans. Break the students into pairs and have the pairs read [Pew Research, Religion Among Asian Americans](#). On 3x5 cards, have students write down an interesting fact from the online article on one side of the card and a question that reflects that fact on the other side of the card. On the side with the fact/answer, they can write two clues above the fact, such as what paragraph to find it in or what country of origin they are talking about. Students should put a sticky note over the clue and the answer.
- When students have found at least two facts, have them meet with other pairs until most pairs have had a chance to share. Help students see that even though a large percentage of Asian Americans may not be affiliated with a specific religion, they are often still culturally connected to the religion of their family's ethnic country of origin.

Step 3:

- What do students know about the politics of East Asia, South Asia and Southeast Asia? Break the students into three groups and have them research the political systems in that region by using the following websites. Students should take notes on the shared WORKSHEET and note the politics of several countries in the region. Students should also note the positives and concerns in regions. Students should be sure to carefully cite their sources.
 - [Council on Foreign Relations: World 101—Politics East Asia](#) (arrow over to read in detail about different regions—both East and Southeast countries are listed here. Help the groups divide the reading).
 - [Council on Foreign Relations: World 101—Politics South Asia and Central Asia](#) (help students focus on South Asian countries).
- When students have completed their research, have groups share what has been added to the shared WORKSHEET.
- Ask students how understanding the vast politics of Asia might help them understand immigration issues and the politics of Asian Americans. Have students watch [NBC News: Generational Changes in Asian America's Politics](#) (video 6 minutes, 7 seconds) As students watch, they should take notes on how Asian culture might impact a voter's preferences. Also, how does being a second-generation immigrant impact political views?
- When students have finished watching, have them pair up with another student and share their notes. As a class, have pairs of students share their thoughts.

Step 4:

- As a class, ask students this lesson's questions, "How do the politics and religions of South Asia, Southeast Asia, and East Asia continue to impact Asian Americans?" Also ask this unit's question, "How has life changed for Asian Americans over the last 150 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time allows, and for homework, have students read [Psychology Today: Filial Piety and Mental Health in Asian American Families](#). As students read, have them consider these questions, "Where might the common

cultural idea of filial piety have come from? How can this cultural trait be both a strength and a complication for Asian Americans today? Could this be true of other cultural traits?” Students should write a short paragraph in response.

Additional Readings and Resources

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Qin, Amy, “They’re Asian. They’re American. But, They Wonder Are They Asian American?”, *New York Times*, June 1, 2024. (on Bhutanese Americans) <https://www.nytimes.com/2024/06/01/us/asian-american-identity-bhutanese.html>

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

Sowell, Thomas. *Migrations And Cultures: A World View*. Basic Books, 1996, chaps, 3, 5, 7.

Thomas Sowell, Middleman Minorities, Thomas Sowell TV. <https://www.youtube.com/watch?v=-GWzzBm4ixQ&t=48s>

Thomas Sowell, A Worldwide Perspective on Chinese People | Insights into Chinese Society | Thomas Sowell TV, <https://www.youtube.com/watch?v=iFz52PTTjkc&t=332s>

[Pew Research: Religious Composition by Country](#)

[Council on Foreign Relations: The state of Democracy in Southeast Asia is bad and getting worse.](#)

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Ethnic Studies Lesson 5J:

Asian American Similarities and Differences, Part 2

TOPICS:

ASIAN AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Investigate the religions and political systems of South Asia, Southeast Asia, and East Asia, and analyze their impacts on Asian American communities in the United States. (12.9)

Lesson Purpose

Students will investigate how Asian American community organizations, museums and cultural events promote and preserve Asian Americans' cultural heritage and quality of life.

Essential Questions

What means do Asian Americans use to preserve their cultural heritage and promote their quality of life?

How has life changed for Asian Americans over the last 150 years?

Materials

[PBS: Community Organizing and Activism](#)

[Japanese American National Museum](#)

[Chinese American Museum](#)

[Asia Society: Museum](#)

[Asian Art Museum: Cultural Celebration Calendar](#)

[CBS News: Diwali, the Hindu festival of lights, celebrated across America](#)

[10 Ways to Celebrate Filipino American History Month](#)

[CBS Today: Keeping Hawaii's Cultural Traditions Alive](#)

[PBS: Hmong New Year](#)

[Unit 5 KWL Chart](#)

Vocabulary

community organizations

benevolent

Lesson Steps

Step 1:

- As a class, ask students how other groups that they have studied during this class have tried to preserve their cultural heritage and why. What methods were used? Why might it be important to preserve heritage and represent a specific cultural group? Let students know they will be watching the first 11 minutes, 8 seconds of a discussion among Asian American community leaders in Philadelphia. Have students watch the first 11 minutes, 8 seconds of [PBS: Community Organizing and Activism](#) (video 28 minutes, 44 seconds). As students watch, have them take notes on what types of associations have been formed over time and how they were used to support their communities. Stop the video frequently to help students see the number of organizations that worked in this one community over time.
- When students have finished watching, help them see the following large number of organizations and wide array of purposes in this one city: benevolent associations and churches to help with early Chinatown settlement, PCDC (Philadelphia Chinatown Development Corporation), and Yellow Seeds newspaper to help with redlining and impactful freeway development, formal and informal

organizations to maintain languages and help with new refugees and their welfare benefits, and Viet Lead to help with anti-Asian violence.

Step 2:

- Ask students what they know about Asian American museums or cultural events. Students will work in groups to create a five-slide slideshow to highlight their topic and answer the questions of how museums and cultural events contribute to preserving heritage and improving the quality of life for Asian Americans. Students may need to go to other websites as well and should cite their sources carefully.
 - [Japanese American National Museum](#)
 - [Chinese American Museum](#)
 - [Asia Society: Museum](#)
 - [Asian Art Museum: Cultural Celebration Calendar](#)
 - [CBS News: Diwali, the Hindu festival of lights, celebrated across America](#) (video 3 minutes, 22 seconds)
 - [10 Ways to Celebrate Filipino American History Month](#)
 - [CBS Today: Keeping Hawaii's Cultural Traditions Alive](#)
 - [PBS: Hmong New Year](#)
- When students have completed their research, as a class, have student groups share their slideshows.

Step 3:

- As a class, ask students this lesson's questions, "What means do Asian Americans use to preserve their cultural heritage and promote their quality of life?" Also ask this unit's question, "How has life changed for Asian Americans over the last 150 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch, [Asia Society: Why do We Celebrate Asian Pacific American Heritage Month?](#) (video 4 minutes, 49 seconds). As students watch, they should take notes of what groups fought for the Asian Pacific Heritage month and what they were hoping to accomplish to benefit Asian Americans. Students should take notes in order to answer the question, "How do cultural initiatives impact the quality of life for Asian Americans?" Students should write a short paragraph and cite their sources carefully.

Additional Readings and Resources

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Qin, Amy, "They're Asian. They're America. But, They Wonder Are They Asian American?", *New York Times*, June 1, 2024. (on Bhutanese Americans) <https://www.nytimes.com/2024/06/01/us/asian-american-identity-bhutanese.html>

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 133-179.

Sowell, Thomas. *Migrations And Cultures: A World View*. Basic Books, 1996, chaps, 3, 5, 7.

[Asia Society: Why do We Celebrate Asian Pacific American Heritage Month?](#)

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies Lesson 5L: Asian American Civil Rights Effectiveness

Topics: Asian American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 2) History and Movement
- 4) Social Movements and Equity

Values and Principles:

- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 6) Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RI.11-12.6)

Writing: (W 11-12)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W 11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Analyze the impact of social movements and reforms on changing societal norms and policies. (11.10)

Analyze the impact of landmark Supreme Court cases and legislation on the advancement of civil rights and liberties. (12.5)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will investigate Asian American cases, people, organizations and events to determine what aspects of American democracy have been used to further Asian American civil rights, and their effectiveness.

Essential Questions:

How did Asian Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?

How has life changed for Asian Americans over the last 150 years?

Materials:

[Retro Report: The Crime that Fueled an Asian American Civil Rights Movement](#)

[FBI Hate Crimes Database](#)

[Department of Justice, State Data](#)

5A: Support KWL Chart

Vocabulary:

Hate crime	1990 Hate Crimes Statistics Law	
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Lesson Steps:

- **Step 1:** As a class, ask students what aspects of democratic culture have already been discussed that can lead to the improvement of civil rights over time. Help students remember that the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, etc. have all been discussed in class. Have students watch: [Retro Report: The Crime that Fueled an Asian American Civil Rights Movement](#) (video 10 minutes, 12 seconds). As students watch, have them take notes on what aspects of a democratic culture were used after the pandemic to respond to an increase in hate crimes against Asian Americans.

When students have finished watching, have students share their notes with another student. As a class, have the student pairs share their notes. Ask students what other events in U.S. history, besides the pandemic, have sparked xenophobia or an increase in hatred towards a certain ethnicity. Remind students of economic depressions, times of plague or other diseases, wars, 9/11, etc.

- **Step 2:** Let students know that they will be reviewing the [FBI Hate Crimes Database](#) as well as the [Department of Justice, State Data](#). Both data bases use the most recent reported year of 2022. As a class, ask students what questions they might have about hate crimes in the state of Arizona. Show students how to use the Case Studies tab on the Department of Justice site, and the clickable map on the FBI site in order to scroll down and look at racial hate crimes by ethnicity. For Arizona, ask if crimes have gone up or down over the last three years and what category of hate crime is most reported (by race). Break students into pairs to pick a state and answer their own specific questions.

When the class has completed their research, as a class, have the pairs share their questions and their research findings. What do they think about prosecuting crimes as hate crimes? What do they think about collecting this data? Why is this data important?

- **Step 3:** As a class, remind students that they will be completing an essay as their end of unit project. Remind students of the question, “How has life changed for Asian Americans over the last 150

years?” Have the pairs work together to review the KWL chart, timeline and other class homework assignments to remind themselves of how Asian Americans have used the tools of a democratic society to improve their civil rights over time.

- **Step 4:** As a class, ask students this lesson’s questions, “How did Asian Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?” Also ask this unit’s question, “How has life changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

Ask students to complete an essay (either five paragraphs or longer) summarizing their learning of “How has life changed for Asian Americans over the last 150 years?” All students should have access to the KWL chart for this unit, and all students should cite the sources of their information accurately.

Additional Readings and Resources:

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