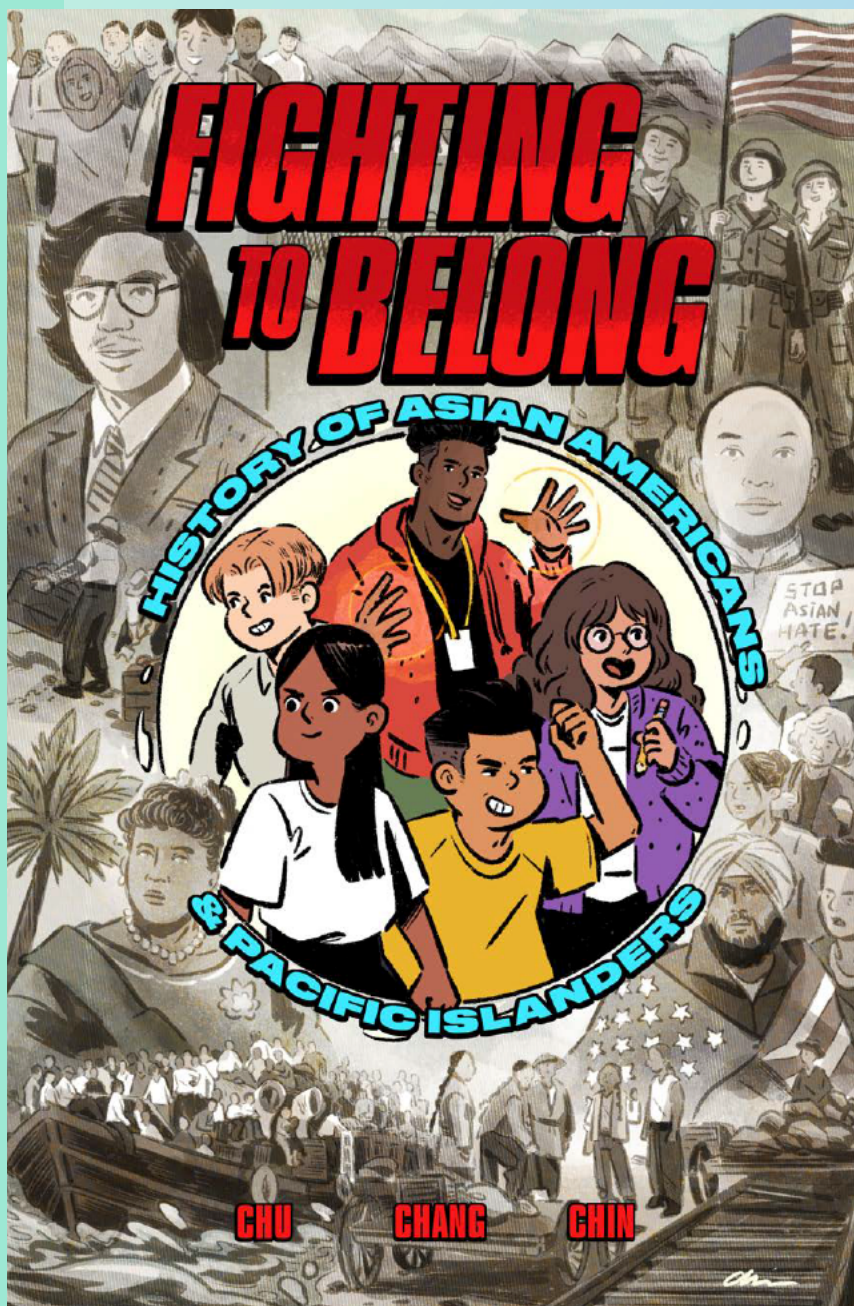


# Curriculum Guide



## A Curriculum Guide for **FIGHTING TO BELONG**

*History of Asian Americans & Pacific Islanders Vol. 1 of 3*

# INTRODUCTION

***Asian Americans and Pacific Islanders (AAPI) are the fastest growing racial group in the United States; in addition, this community has made significant contributions. Yet, the AAPI community's histories and narratives are rarely taught in classrooms. If and when they are taught, they're often taught superficially, focusing on just a few stories that vastly underrepresent the diverse and complete histories of AAPI communities. Honoring and valuing the AAPI community's multiple voices and perspectives requires us to unlearn and relearn "American history." AAPI history is American history. Including AAPI content in school curricula benefits everyone.***

***"Fighting to Belong: History of Asian Americans and Pacific Islanders" is the first of three volumes. It focuses on early AAPI history and the fight for immigration and citizenship. Its goal is to share AAPI history in a medium that is more engaging than a traditional textbook. However, it is important to acknowledge that this graphic novel does not offer a comprehensive history in that many experiences, contributions, and stories are not included here. We strongly encourage readers to treat this graphic novel and curriculum guide as a starting point in a long journey of learning.***

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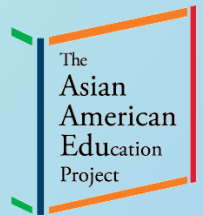
**Using this Guide:** This curriculum guide is meant to be used alongside the "Fighting to Belong" graphic novel. Each page in this guide corresponds with a specific page and/or topic from the graphic novel. Each page includes an image from the graphic novel, background information about the page's topic, activities, and relevant lesson plans. The activities and lessons listed in this guide aim to build upon and deepen student knowledge on a given topic or event. You may choose to implement one or more of the activities listed for the topic and/or teach the relevant lesson(s) on the topic. We provide links to lessons and resources freely available on [The Asian American Education Project's website](#). We are also creating more lessons and will be updating this curriculum guide regularly. Please stay connected with us!

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# Narrative Structure

## Read Inside Cover

### MEET THE COMMUNITY MIDDLE SCHOOL SEVENTH GRADERS!



**SAMMY LEE**

AGE: 12  
INTO VIDEO GAMES, DINOSAURS, AND SOCCER. FAVORITE FOODS: CHICKEN NUGGETS, VANILLA ICE CREAM, HIS GRANDMA'S FILIPINO HOME COOKING. SAMMY HATES SPIDERS, HOMEWORK, AND ANYTHING THAT MIGHT SEEM BORING.



**TIANA RODRIGUEZ**

AGE: 13  
ENJOYS HONORS MATH. SCIENCE CLUB, CHESS CLUB, LATINX CLUB. READS EVERYTHING IN THE LIBRARY, EVEN HISTORICAL ROMANCE SOMETIMES! PET PEEVES: SCHOOL BULLIES AND IMMATURE CLASSMATES...



**JOE BYRNE**

AGE: 12  
LIKES DOGS, ANIME, AND DOODLING HIS FAVORITE CHARACTERS. PLAYS TRUMPET FOR BAND BUT REALLY WANTS TO SWITCH TO DRUMS, OR MAYBE BASS GUITAR...? ON WEEKENDS JOE HELPS HIS DAD WITH HIS CONSTRUCTION BUSINESS, WHICH IS WHY HE'S A WHIZ AT FIXING THINGS.



**PADMINI RAO**

AGE: 13  
LOVES DANCE, CHEER SQUAD, VISITING HER GRANDPARENTS IN INDIA. FAVS: KARAOKE, HANGING WITH FRIENDS. DISLIKES: FAKE PEOPLE, ASPARAGUS, SCARY MOVIES. RECENTLY ELECTED STUDENT COUNCIL VICE PRESIDENT, PADMINI IS ALWAYS THERE FOR HER FRIENDS AND FELLOW STUDENTS.

### ... MEET THEIR MUSEUM GUIDE!

**KENJI SATO-LOUIS**

AGE: 27  
TIANA'S NEXT DOOR NEIGHBOR WORKS PART-TIME AT THE AMERICAN HISTORY MUSEUM. WHILE HE FINISHES HIS PH.D. IN AMERICAN HISTORY. KENJI LOVES TEACHING AND LEARNING NEW WAYS TO HELP STUDENTS, WHICH IS WHY HE'S ALSO STUDYING ILLUSORY THAUMATURLOGICAL STUDIES ON THE SIDE (A.K.A. WIZARDRY!). KENJI IS PROUD OF HIS HAITIAN AND JAPANESE ANCESTRY. HE IS NAMED AFTER HIS GRANDFATHER WHO WAS BORN IN CALIFORNIA AT THE MANZANAR INCARCERATION CAMP DURING WORLD WAR II.



**Background:** The graphic novel is centered around the learning journey of four middle school students from different cultural backgrounds (i.e., Sammy Lee, Tiana Rodriguez, Joe Byrne, and Padmini Rao) who are given a school assignment to create a multimedia project about AAPI history. For research, they decide to visit a museum exhibit about AAPI history and are led by a museum guide named Kenji Sato-Louis. Kenji has magical powers, engaging students in an immersive experience through the museum. The group is able to time travel but they cannot affect event outcomes or impact the past, present, or future. Readers follow along as the main characters learn about various milestones in AAPI history.

### Activities:

- Host a field trip to a museum or historical site centering AAPI content.
- Have students create a Timeline of significant AAPI events of which they are currently aware. As students read the graphic novel, have them add events to their timelines.

### Links to [The Asian American Education Project](#) lessons:

- [APIDA Studies Semester Course for LAUSD](#)
- [Untold Stories Timeline](#) & APIDA Historical Timeline (Coming soon!)
- [Museum Resources](#) (Coming soon!)

# Overview

Read p. 1



**Background:** AAPI is an acronym for Asian American Pacific Islander. The AAPI community generally refers to people with Asian and/or Pacific Islander ancestry. "AAPI" is one of several names used to identify this community. These names can be used as a descriptor or as a political strategy. As descriptors, these names are used to identify people's culture, race, heritage, etc. People can choose to identify as an "Asian American" or more specifically as "Hmong American." It's up to the individual. As a political strategy, these terms are used to unify distinct groups to fight for common goals such as justice and civil rights. As an "AAPI" community, there is strength in numbers which gives this group more leverage or political power.

## Activities:

- Have students research the historical and cultural significance of the terms: AAPI, AA&PI, APIDA, and AANHPI. Facilitate a discussion by asking: "What is the purpose of each identifier? What are the pros and cons of each term? How are the terms inclusive? How are they exclusive?"
- Have students read the [TIME Magazine Article](#) entitled, "In 1968, These Activists Coined the Term 'Asian American' - And Helped Shape Decades of Advocacy." Have them discuss the origins of the Asian American Political Alliance (AAPA), a student group believed to be the first to publicly use the phrase "Asian American."
- Have students research what an "umbrella term" means. Have them explain why and how "AAPI" is an umbrella term. Have them explain how and why "AAPI" as an umbrella term can be problematic.
- Have students look up Asian and/or Pacific Islander countries or regions on a world map. Have them select one country and research how and why people migrated from that region to the United States. Have students create a Slide Deck summarizing what they learned.

## Links to [The Asian American Education Project](#) lessons:

- [Know History, Know Yourself](#)
- [The Fight for Ethnic Studies](#)
- [Our History and Our Future](#)
- Identifiers for APIDA Community (Coming soon!)

# Overview

Read p. 1



**Background:** History textbooks and school curricula do not sufficiently include AAPI experiences. A key finding from the [2022 LAAUNCH STAATUS](#) report found that most Americans cannot name a prominent Asian American when asked. This suggests that K-12 students are not learning about AAPI histories and narratives. Today, there are active movements to remedy this such as mandates to include AAPI content in schools.

## Activities:

- Have students create a Bubble Map about their prior knowledge of AAPI history. Encourage them to list people, places, events, and more. Have them select three ideas and share where they learned the content. Tally the sources of information and analyze how AAPI content is learned.
- Have students share-out all the important Asian Americans and Pacific Islanders they can recall. Record student responses. With students, sort the list of names into categories such as movie stars, politicians, inventors, etc. Facilitate a discussion by asking: "What does this data tell us about our knowledge about the AAPI community?"
- Create a class pledge to learn more about AAPI history. Ask students: "Why is it important to learn about AAPI history? How can we commit to learning more?"

## Links to The Asian American Education Project lessons:

- [Our History and Our Future](#)
- [Know History, Know Yourself](#)
- [Stand Against Hatred](#)

# Overview

Read p. 4



**Background:** The AAPI community is extremely diverse; it includes hundreds of ethnic groups from across Asia and the Pacific Islands. The community is diverse in many other ways including religion, language, cultural practices, and much more. It's important to not view all AAPI people as the same. The AAPI community is not a monolith. Individual cultures should be viewed as unique and distinct. That stated, there is value in sharing a common identity as an AAPI community in that they do share common experiences of exclusion and oppression in the United States.

## Activities:

- Have students write "[I am from...](#)" [poems](#). Have students share their poems with a partner. Have each pair discuss their cultural backgrounds and some family traditions. Encourage them to note similarities and differences.
- Have students conduct Oral History interviews of 2-3 people from an AAPI background. Have them generate questions to learn more about their migration stories and about their experiences in the United States. Have them summarize their learning by writing a biography or profile for each of their interviewees.
- Have students compare the AAPI community to the Latinx community and discuss the shared struggles between the two communities in regard to the diverse groups represented by each.

## Links to [The Asian American Education Project](#) lessons:

- [Our History and Our Future](#)
- [AAPI Women Voices: Identity & Activism in Poetry](#)
- [Thematic Unit: Identity](#)
- Who is the APIDA Community? (Coming soon!)

# The Manilamen

Read pp. 5-6

## ST. MALO, LOUISIANA



**Background:** In 1763, the Manilamen of St. Malo, Louisiana created the first known and oldest permanent settlement of AAPIs in the United States. They were indentured Filipino sailors escaping the Spanish Galleons, which were a global trade network between Asia, the Americas, and Europe. Led by Juan San Malo, these Filipino sailors jumped ship and established a fishing village, embedding their Filipino culture into the Louisiana landscape via the homes they built and their shrimping practices. Although St. Malo was eventually destroyed by hurricanes, the Manilamen and their families had integrated with local communities of color, creating a distinct cuisine and architecture that still exists today.

### Activities:

- Host a Gallery Walk using [historical images](#) of Manilamen and/or of St. Malo. Have students conduct an [Image Analysis](#) of each photograph. Then, facilitate a discussion about what life was like for these early Filipino settlers.
- Have students create a diorama of the Manilamen's houses which were built on stilts ("bahay kubo" or "payag") and modeled after their homes in the Philippines. Have them write a report explaining the history and utility of the design.
- Have students compare and contrast the Philippines to the Louisiana marshlands. Have them identify at least three reasons why this area was ideal for the Manilamen.
- Have students research the trade routes of the Spanish Galleons, especially the Manila trade. Have students examine 2-3 maps and analyze the similarities and differences between the maps.
- Have students research the descendants of the Manilamen. Have them write a report about their findings.

### Links to [The Asian American Education Project](#) lessons:

- [Manilamen: The First Asian American Settlement](#)
- [1904 World's Fair-Exhibition of the Igorot Filipino People](#)
- [First Asians at Morro Bay \(Coming soon!\)](#)



# Filipino Shrimp Dance

Read p. 5



**Background:** Early Filipino American settlers in Louisiana made a living in the shrimp business as shrimp was abundant in this area. They used a technique called "dancing the shrimp" to remove dried shells from shrimp meat. First, they caught shrimp using nets and then loaded it on to their boats. Next, they boiled the shrimp and spread it out to dry. Once dried, they danced on piles of dried shrimp. The stomping action caused the shells to crumble away from the shrimp.

## Activities:

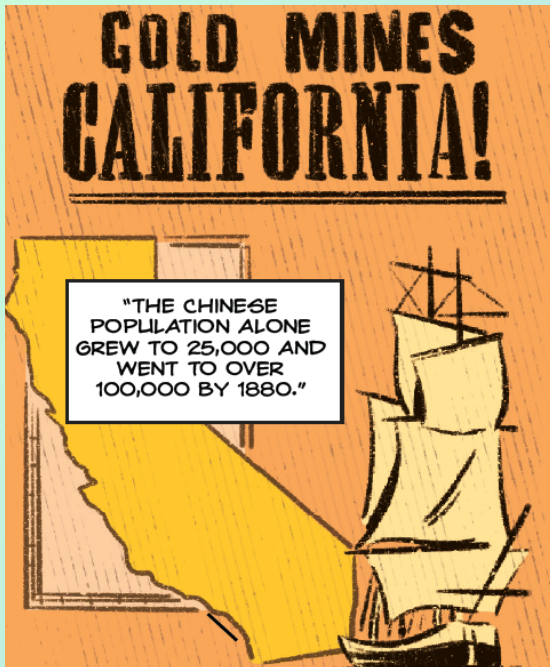
- Have students research the specific steps of the Filipino shrimp dance technique. Have them create a step-by-step list and then act out the technique.
- Have students compare the Filipino technique for breaking shrimp shells to that of the Chinese. (The Chinese would load dried shrimp into bags and then throw the bags in a circular motion over their shoulders. After, they would repeatedly beat the shrimp against the ground.) Have students research other techniques including modern techniques. Have them make and justify an argument for the best technique.
- Have students identify and analyze three other ways in which the Manilamen brought Filipino customs and traditions to Louisiana.
- Have students listen to or read these [oral histories from Filipino cooks in Louisiana](#). Replicate this project with your class by asking students to choose a beloved dish from their own family and then interview a family member or friend about the dish. Co-create a collective class cookbook which includes recipes and the historical significance of each dish.

## Links to [The Asian American Education Project](#) lessons:

- [Manilamen: The First Asian American Settlement](#)
- [1904 World's Fair-Exhibition of the Igorot Filipino People](#)
- Filipino American Hip-Hop Movement (Coming soon!)

# The Gold Rush

Read p. 7



**Background:** On January 24, 1848, gold was discovered at Sutter's Mill in California. People came from all over with the hopes of striking it rich. Known as the Gold Rush (1848-1855), this period saw the largest migration in U.S. history. Chinese immigrants escaping famine and poverty migrated to the United States to build their fortunes. They accounted for nearly 30% of immigrants at this time. Many worked in mines. Some established businesses and/or found non-mining jobs in mining towns or nearby cities. (Chinese immigrants were known for cooking, doing laundry, and working as house servants.)

## Activities:

- Have students read [\*Staking a Claim: The Journal of Wong Ming-Chung, A Chinese Miner, California, 1852\*](#) by Laurence Yep. After reading, have them create a Book Talk video promoting the book and sharing facts about the Chinese experience.
- Have students research the life of a Chinese miner compared to that of a White miner. Facilitate a discussion about why and how Chinese miners were treated differently.
- Tell students the Chinese referred to the United States as "Gum Saan" or "Gold Mountain." Have them draw pictures of what the Chinese perceived versus the reality they faced.
- Have students create a line or bar graph of immigration patterns during the Gold Rush. Jigsaw this activity and have each group collect different types of data (i.e., number of Chinese immigrants, number of immigrants from select countries, etc.)

## Links to [The Asian American Education Project](#) lessons:

- [Thematic Unit: Immigration](#)
- Chinese and the Gold Rush (Coming soon!)
- Chinese Labor during Gold Rush (Coming soon!)

# The Foreign Miners Tax

Read pp. 7-8



**Background:** Chinese laborers, including miners, worked for lower wages and longer hours. They proved to be a desirable workforce. As such, they were seen as an economic threat, taking jobs away from White men. This resulted in the rise of anti-Chinese sentiments. Consequently, several laws targeting non-white workers were enacted. One of these was the Foreign Miners Tax (1850) which required miners who were not U.S. citizens to pay \$20 every month for the right to mine in California. In reality, the tax was only collected from Chinese and Latino miners; European miners were not forced to pay this tax. Instead of paying this tax, some immigrants chose to leave the United States. Some stayed and organized protests which eventually resulted in a reduction of the tax. Some Chinese left the mining business and created America's first "Chinatown" in San Francisco. And, others went to build the railroads.

## Activities:

- Have students research the causes and effects of the Foreign Miners Tax on different groups.
- Have students consider the tax from the perspective of a foreign miner versus a California lawman from that time period. Have them debate whether or not the tax should be maintained and/or whether or not the tax is unfair. (Note: This tax accounted for more than half of the tax revenue collected in California between 1850 and 1870.)
- Have students calculate how much money Chinese miners were taxed in today's money adjusted for inflation. Have them plan a budget for a Chinese miner including equipment costs, wages/earnings, living expenses, money sent back to family in China, etc.
- Have students conduct a Primary Source Analysis of a [Foreign Miner's License](#). Facilitate a discussion by asking: "What did we learn from the license? How can laws be used as a way to exclude and/or discriminate? What are other historical examples of unfair laws? How did people fight for fairness?"

Links to [The Asian American Education Project](#) lessons:

- [Thematic Unit: Racism](#)
- The Foreign Minors Tax (Coming soon!)

# Anti-Asian Hate & Rich Gulch

Read p. 8



**Background:** At first, Chinese immigrants were initially welcomed during the Gold Rush (1848-1855) as a reliable workforce. However, as the gold mines were exhausted, attitudes changed. Anti-Asian sentiments were on the rise. Chinese laborers were accused of stealing American jobs (and American gold) and of driving down wages. This resulted in many acts of hate. For instance, in 1852, 200 Chinese miners were robbed and four were murdered at Rich Gulch, California. Rich Gulch in California was one of the early mining camps. It is in a region known as "Gold Country" or "Mother Lode Country" which is in Northern California and is famous for its mineral deposits and gold mines.

## Activities:

- Have students look up Rich Gulch in a map. Have them research why this area was a prime area for gold and other minerals. Have them make science connections by studying the area's geography, topography, geology, etc.
- Have students research other instances of anti-Asian hate during this time. Have them select one of the examples. Have them assume the role of a reporter and write a newspaper article about it including an image and caption. Make sure they include how Chinese immigrants reacted and/or resisted.
- Have students research newspaper articles or propaganda from this time period that shows anti-Chinese sentiments. (A common refrain was "The Chinese Must Go!") Have them conduct a Primary Source Analysis and examine how Chinese immigrants were portrayed. Facilitate a discussion about the role media plays in fueling hate and public opinion.

## Links to [The Asian American Education Project](#) lessons:

- [Thematic Unit: Racism](#)
- [Stand Against Hatred](#)
- Anti-Asian Hate during the Gold Rush (Coming soon!)

# People v. Hall

Read p. 8

"A MINER NAMED LING SING WAS MURDERED. GEORGE HALL AND TWO OTHER MEN WERE ARRESTED."



**Background:** On the night of August 9, 1853, Ling Sing, a Chinese miner, surprised three White men who were robbing his cousin. George Hall, a White miner, shot and killed Sing. A California court convicted Hall of Sing's murder. This was based on the testimony of three Chinese witnesses. Hall appealed, arguing that the testimony of the Chinese witnesses should not be accepted. The California Supreme Court ruled in Hall's favor, categorizing those of Chinese ancestry alongside Native and African Americans as lacking the status and rights to testify against White Americans in court. This ruling freed Hall and set a precedent denying Chinese immigrants the right to testify against White citizens.

## Activities:

- Read aloud an excerpt from the court ruling which referred to the Chinese as a "race of people whom nature has marked as inferior, and who are incapable of progress or intellectual development beyond a certain point...[and as such had no right] to swear away the life of a citizen [or participate] with us in administering the affairs of our Government." Tell students that this case is known as one the most racist and offending cases against the AAPI community. Give them time to Quickwrite about their feelings and responses. Facilitate a discussion by asking: "How and why is this court ruling problematic? How are laws used to discriminate? How did this law make it easier for White citizens to get away with violence against the Chinese community? What can be done about it?"
- Tell students it was still possible to convict a White person if credible White witnesses testified. Ask students: "Why might White witnesses not want to testify?" Facilitate a discussion about the role White allies can play in stopping anti-Asian hate. Learn about William Speer (1822-1904), a minister in San Francisco's Chinatown, who was outraged by the ruling.
- Have students read and conduct a Primary Source Analysis of an [appeal written by Pun Chi](#), a young Chinese merchant, sometime between 1856 and 1868; Chi challenged the *People v. Hall* verdict and called for an end to growing anti-Chinese violence.

## Links to [The Asian American Education Project](#) lessons:

- [Thematic Unit: Racism](#)
- *People v. Hall* (Coming soon!)

# Transcontinental Railroad

Read pp. 9-12



**Background:** Between 1863-1869, over 13,000 Chinese laborers helped build the Transcontinental Railroad, which revolutionized travel connecting the eastern and western United States. Chinese workers innovated practices to blast through rock and performed the most dangerous tasks resulting in many deaths and injuries. Despite their contributions, the Chinese were discriminated against and overlooked. Perceived to be foreigners due to their dress, language, and customs, these Chinese workers were paid less than other workers and faced much discrimination.

## Activities:

- Have students create an Infographic of at least ten significant numbers related to the building of the Transcontinental Railroad. Have them explain the numbers and provide visuals as needed. Ensure they include the contributions and the plight of the Chinese workers.
- Tell students the Transcontinental Railroad was the largest engineering project of the time. Have students research what was needed in order to build this railroad. Then, have students research the contributions of the Chinese who were valued for their expertise of explosives and more. (Tell students all work was done by hand, using carts, shovels, and picks with no machinery.)
- Have students take a virtual tour of the California State Archives' online exhibit "[Making the Grade: California and the Transcontinental Railroad](#)." Have students complete a Note Catcher. An option is to do a Jigsaw by assigning small groups to a specific exhibit to research and share out.
- Jigsaw students into three groups to study the impacts of the Transcontinental Railroad on these three groups: American businessmen, Native Americans (and buffalo), and Chinese immigrants. Have students create a Slide Deck summarizing their findings to present to the rest of the class.

## Links to [The Asian American Education Project](#) lessons:

- [The Contributions of the Chinese Transcontinental Railroad Workers](#)
- Contributions to Science and Technology (Coming soon!)

# Chinese Labor Strike of 1867

Read p. 12

"BECAUSE OF THE HARSH CONDITIONS AND LINEQUAL PAY, THE CHINESE WORKERS STAGED A STRIKE IN 1867, THE LARGEST ORGANIZED LABOR MOVEMENT AT THAT TIME."



**Background:** Chinese railroad workers worked longer hours and did the most dangerous tasks, but earned less than half of what White workers received. In addition, White workers had their food and lodging covered; while Chinese workers had to cover their own costs. On June 19, 1867, a tunnel exploded killing one White worker and five Chinese workers. About 3000 overworked and underpaid Chinese workers, who had enough, organized a strike, the largest at that time. They demanded fair wages and better working conditions. Their strike was unsuccessful, lasting eight days, but it showed they weren't docile. Over time, their wages were increased.

## Activities:

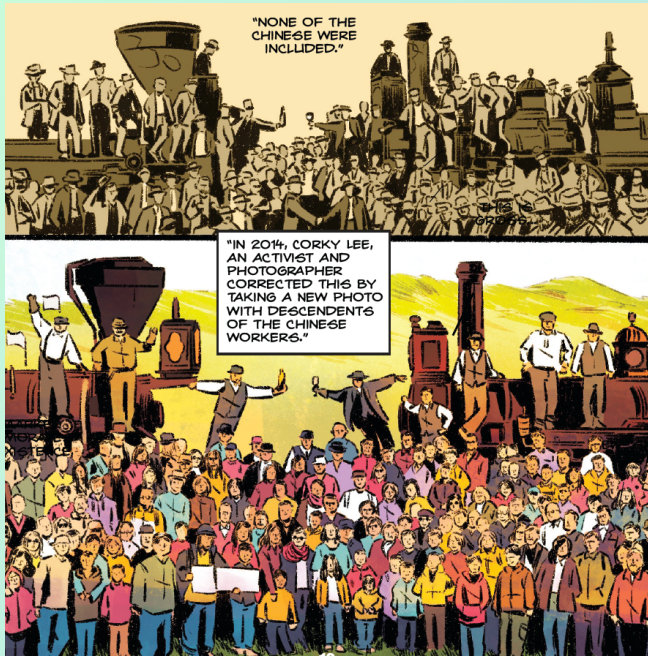
- Have students research American businessman Leland Stanford's (1824-1893) role in the building of the Transcontinental Railroad and in the Chinese Labor Strike of 1867. (Stanford ordered that all provisions to the Chinese labor strikers be cut off. This effectively ended the strike by starving the workers and forcing them to return to work.) Facilitate a discussion by asking: "What is Stanford's legacy? In what ways were his actions helpful as well as harmful? How did he exploit Chinese workers?"
- Facilitate a discussion by asking: "By striking, how did the Chinese workers change perceptions White employers had about them?"
- Have students research Confucian values. Tell students the Chinese Labor Strike of 1867 was a peaceful and non-violent protest. Facilitate a discussion by asking students: "How does the strike represent Confucian values?"
- Tell students the Chinese workers did not leave behind written records and what we know about the strike is obtained from newspaper articles, reports from railroad bosses, and testimonies from descendants. Show the video entitled, "[Historians Still Uncovering Details of 150-Year-Old Chinese Strike](#)." Have them engage in the Watch-Think-Write strategy.

## Links to The Asian American Education Project lessons:

- [The Contributions of the Chinese Transcontinental Railroad Workers](#)
- Chinese Labor Strike of 1867 (Coming soon!)

# The Golden Spike & Corky Lee

Read pp. 9-12



**Background:** Two railroad companies were commissioned to build the Transcontinental Railroad: the Central Pacific (which started from the West) and the Union Pacific (which started from the East). The two companies competed to be the first to complete. They finally met at Promontory Summit in Utah in May 1869. There was a grand ceremony marking the Golden Spike, the driving of the last spike. Despite the fact that Chinese workers made up the majority of the Central Pacific's workforce, they were not included in the photograph. 145 years later on the anniversary of the ceremony, Corky Lee (1947-2021), a Chinese American photographer, recreated the photograph by including descendants of the Chinese workers.

## Activities:

- Have students compare and contrast the [original photo](#) commemorating the completion of the Transcontinental Railroad in 1869 to Lee's recreated photo on the 145th anniversary of the railroad's completion. Have them create a T-Chart noting what they observed in the left column and any questions or wonderings they have in the right column. Facilitate a discussion about the significance of both photographs and about Lee's purpose in re-creating the photograph.
- Tell students Lee's recreated photograph has been described as "a photographic act of justice." Facilitate a discussion by asking how such a photograph helps amend the wrongs of the past. Have them think of another event in history that could be re-created and why.
- Have students research [Corky Lee](#), a Chinese American activist and photographer. Ask: "How did Corky Lee preserve AAPI history?"
- Have students do an Image Analysis of Lee's photographs and encourage them to document their lived experiences in the same way.

Links to [The Asian American Education Project](#) lessons:

- [The Contributions of the Chinese Transcontinental Railroad Workers](#)
- The Golden Spike Ceremony and Corky Lee (Coming soon!)



# Chinatown

Read p. 13 & p. 18



**Background:** Chinatowns are ethnic enclaves of mostly Chinese people. Historically, Chinese immigrants were excluded from and/or driven out of White neighborhoods. As such, they were forced to form their own communities for both safety and survival. Most of these Chinatowns were often outside of cities and were crowded with poor living conditions. Prior to the mid-1900s, immigration laws discriminated against Asians. Asian men migrated to the United States to work; however, because of laws like the Page Act (1875), women were denied immigration. This led to the formation of "bachelor societies" in which Asian men lived and worked together with limited opportunities to marry and have children. And such, early Chinatowns were mostly all-male.

## Activities:

- Host a field trip to a local Chinatown or another ethnic enclave. Prior to the trip, have students research the history. During the trip, direct them to take field notes. After the trip, have them create a brochure or poster promoting the area.
- Have students study a Chinatown in the United States. Have them research its history. Have them select an artifact (i.e., building, monument, etc.). Have them recreate the artifact and write a report about its history and significance. Have students compare the artifact's past to its current usage. Have them explain how and why it has changed over time. Have them think about why some Chinatowns are vanishing.
- Ask students: "Where did fortune cookies come from?" Have them research the [history of fortune cookies](#). Lead a discussion about the relationship between history, immigration policy, ethnic enclaves, and food. Have them research other food and/or innovations that emerged from Chinatowns or other ethnic enclaves.

## Links to [The Asian American Education Project](#) lessons:

- [Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women](#)
- [Manilamen: The First Asian American Settlement](#)
- [South Asian Pioneers in California](#)
- APIDA Ethnic Enclaves (Coming soon!)
- The First U.S. Chinatown (Coming soon!)
- Bachelor Societies (Coming soon!)
- The First Lunar New Year Celebration in the first U.S. Chinatown (Coming soon!)
- The Page Act (coming soon!)

# Chinese Massacre of 1871

Read pp. 14-15



**Background:** On the afternoon of October 24, 1871, there was a shootout between two Chinese tongs (gangs) in the "Chinese quarter" in Los Angeles (L.A.), California. A tong fighter was killed. A White police officer was wounded and a local White businessman was killed. Word spread that the Chinese were killing White people. This led to the formation of a mob of over 500 White people who rampaged through L.A.'s Chinatown, attacking any Chinese person they saw. In three hours, eighteen Chinese people were killed. After this massacre, five trials were held. Only ten of the five hundred rioters were charged with murder. Eight of them were sent to prison, but were released just a year later.

## Activities:

- Show this video entitled, "[Recounting the Chinese Massacre of 1871.](#)" (Trigger warning: Graphic images, Alcohol, Violence). Have students do a Quickwrite about what they learned and their feelings/reactions.
- Host a Gallery Walk using [historical images](#). Have students jot down things they notice and wonder about on sticky notes and have them place these notes around the images. Facilitate a discussion about what the images convey about the experiences of Chinese immigrants in L.A. Chinatown at that time.
- Tell students this massacre is the largest mass lynching in U.S. history; yet, it is largely unknown. Have students look at the pictures in the article entitled, "[Here's The Winning Design For LA's Memorial To The 1871 Chinese Massacre.](#)" Facilitate a discussion in which students discuss why little is known about this event and why it should be memorialized. Have students work in small groups to create a way to honor the victims of the massacre.

## Links to The Asian American Education Project lessons:

- [Chinese Massacre of 1871: Not an Isolated Event](#)
- [Chinese Massacre of 1871: Connecting the Past with the Present](#)

# Perpetual Foreigner Stereotype

Read p. 14



**Background:** Much of the anti-Asian hate in early U.S. history is rooted in the Perpetual Foreigner Stereotype, which is the notion that those with AAPI ancestry will always be perceived to be foreign, unassimilable, and un-American due to their race, customs, languages, etc. Despite factors such as being born in the United States or having been in the United States for generations, the Perpetual Foreigner Stereotype allows for AAPI communities to be "othered." This othering is used to justify hate and discrimination.

## Activities:

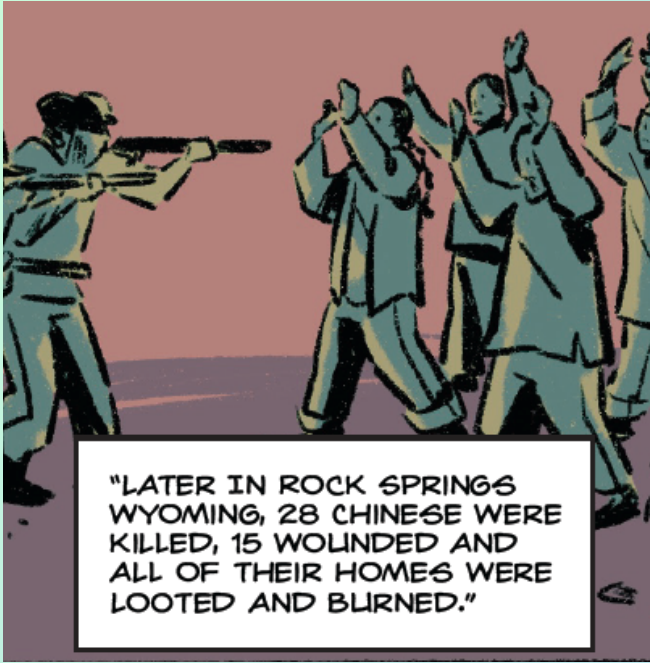
- Have students do a Quickwrite about a time they felt excluded or different. Have them share their writing with a partner. Facilitate a discussion about what it feels like to be an outsider.
- Have students read [\*What is the Forever Foreigner Stereotype?\*](#) by Virginia Loh-Hagan. Have them identify the main idea and the supporting examples. Facilitate a discussion about the causes and effects of this stereotype.
- Have students make a list of the things they have read or watched over the past week. Facilitate a discussion by asking: "How were AAPI people portrayed? How can AAPI representation be improved? Why is AAPI representation important?"
- Integrate AAPI content into your teaching whenever possible. For example, include texts by AAPI authors. Or, teach historical events from an AAPI perspective. Or, use AAPI content in math problems and writing prompts.
- Create an AAPI affinity group for AAPI students to learn more about their culture and to instill cultural pride; this will help build a sense of belonging.

## Links to The Asian American Education Project lessons:

- [Perpetual Foreigner - Systemic Racism Against Asian Americans](#)
- [Thematic Unit: Racism](#)

# Rock Springs Massacre

Read p. 15



**Background:** On September 2, 1885, a riot and massacre took place in Rock Springs, Wyoming. Coal mine companies had hired Chinese workers since they worked for lower wages. Threatened by this new workforce, a mob of White workers set fire to about 80 Chinese homes. About 28 Chinese were killed and 15 were injured. Others fled to a nearby town in Wyoming. About a week later, U.S. Army troops were sent to safely escort surviving Chinese immigrants back to Rock Springs to collect their belongings and bury their dead.

## Activities:

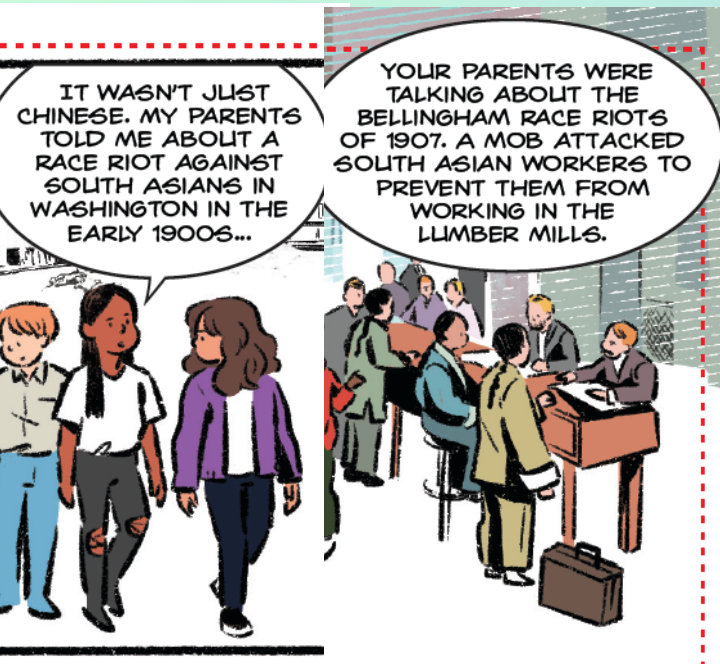
- Have students research the chronology of events before, during, and after the Rock Spring Massacre. Have them work in small groups to create a Timeline including the ten most significant events. Have them include a caption, an image, and an explanation of why the event is significant.
- Tell students the Rock Springs Massacre was one of the most widely publicized events of its time. Have students search for a newspaper article covering the event (example from *The Indiana State Sentinel* entitled, "[A Deadly Conflict](#)"). Encourage them to examine different articles. Have them [analyze](#) the articles. Have them share the main arguments of the articles to the entire class. Facilitate a discussion about the diferent types of reactions. (Public opinions ranged from supporting the White workers to supporting the Chinese workers.)
- Have students do an Image Analysis of an [illustration of the massacre](#) that had appeared in "Harper's Magazine."

## Links to [The Asian American Education Project](#) lessons:

- [Chinese Massacre of 1871: Not an Isolated Event](#)
- [Chinese Massacre of 1871: Connecting the Past with the Present](#)
- Rock Springs Massacre (Coming soon!)

# Bellingham Riots

Read p. 16



**Background:** Many early South Asian immigrants found work in the lumber mills of the Pacific Northwest. In retaliation, some White workers formed the Asiatic Exclusion League. On September 4, 1907, a mob of about 500 White workers in Bellingham, Washington organized themselves. They attacked the homes of South Asian workers, threw them out in to the streets, beat them, and stole their valuables. About 125 South Asians were driven out of the city to Canada. Six South Asians were hospitalized. No one was killed. Five men were arrested but were later released.

## Activities:

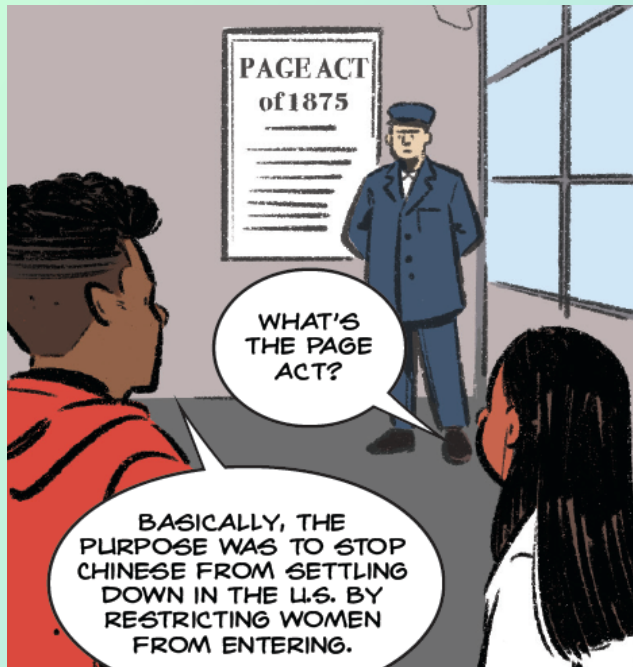
- Tell students most of the South Asian immigrants were Sikh but were labeled as Hindus by the media at that time, suggesting a lack of cultural knowledge. Assign one group of students to learn about the [Sikh religion](#). Assign another group to learn about the Hindu religion. Have students co-create a Venn Diagram comparing and contrasting the two religions.
- Have students research the "[Arch of Healing and Reconciliation](#)," which was erected in downtown Bellingham and dedicated to the memory of the three groups of Asian immigrants who were driven out of the city: the Chinese in 1885, the South Asians in 1907, and the Japanese in 1942. Jigsaw students and assign each group to research what happened to each of about the three groups. Have students compare and contrast the experiences of the Chinese, South Asians, and Japanese.
- Have students do a Primary Source Analysis of a document from this time period. (Refer to the [South Asian American Digital Archive](#).)

## Links to [The Asian American Education Project](#) lessons:

- [Early South Asian Immigration](#)
- [South Asian Pioneers in California](#)
- [Bellingham Riots \(Coming soon!\)](#)

# Page Act of 1875

Read p. 16



**Background:** The Page Act of 1875 prohibited the “importation into the United States of women for the purposes of prostitution” and the entering by immigrants from China, Japan, or “any Oriental country.” In practice, it banned Chinese women from immigrating and was heavily enforced. The Page Act was groundbreaking in that it led to more anti-Asian laws, most notably the Chinese Exclusion Act. It also assumed Chinese women were “lewd and immoral, perpetuating negative and harmful stereotypes that AAPI women are still combating. Another major consequence of the Page Act is how it affected the Chinese population in the United States. Without women, this community was unable to build families.

## Activities:

- Have students learn more about Congressman Horace F. Page (1833-1890), who was known for his anti-Chinese positions and his racist rhetoric; for example, he had stated the purpose of the Page Act, which was named after him, was to “end the danger of cheap Chinese labor and immoral Chinese women.”) Facilitate a discussion about how people's personal politics can impact laws and policies. Have students research the number of AAPI politicians in local, state, and national politics and ask them: "Why is it important for people of color to vote and run for political office?"
- Have students research anti-Asian laws that affected the lives of Asian immigrants in the United States; for example, there were many racist laws that forbade Asian immigrants from marrying White people, attending White schools, testifying in court against White people, owning land and property, holding licenses, living in certain areas, and more. Have students create a poster summarizing the law's intent and impacts. Host a Gallery Walk for students to share their knowledge.

## Links to [The Asian American Education Project](#) lessons:

- [Angel Island & The Chinese Exclusion Act](#)
- [Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women](#)
- Hidden Voices: Citizenship Unit (Coming soon!)
- The Page Act (Coming soon!)

# Chinese Exclusion Act of 1882

Read pp. 16-18



"IT WAS FOLLOWED BY THE CHINESE EXCLUSION ACT SEVEN YEARS LATER WHICH BARRED MOST CHINESE FROM IMMIGRATING TO AMERICA."

**Background:** After years of anti-Chinese sentiment, Congress passed the Chinese Exclusion Act in 1882. This was a restrictive and racist law that severely limited Chinese immigration and further spurred anti-Asian sentiments. Introduced by Congressman Horace F. Page (1833-1890) and signed into law by President Chester A. Arthur (1829-1886), this Act was the first (and for now, only) federal law that banned immigration on the basis of ethnicity or country of origin. The Chinese Exclusion Act curtailed the rights of Chinese American laborers and prevented Chinese immigrants from becoming citizens. Subsequent laws have extended this Act. It wasn't fully repealed until the Immigration and Nationality Act of 1965, which eliminated immigration bans using race and nationality.

## Activities:

- Have students work in small groups to conduct a Primary Source Analysis of the [original text](#). Have them select three quotes that resonate with them the most. Have them create a T-Chart with the quote in the left column and their response in the right column.
- Prompt students to imagine they're having dinner with President Arthur and Congressman Page. Have students generate 2-3 questions they would ask Arthur and Page about the Chinese Exclusion Act.
- Have students compare and contrast the Chinese Exclusion Act (1882) to today's immigration policies. Have students identify the different perspectives regarding immigration.
- Show the video entitled, "[What was the impact of the Chinese Exclusion Act?](#)" Have students engage in the Watch-Think-Write strategy.
- Have students create a Timeline of at least five events leading up to the Chinese Exclusion Act and five events that arose as a result of the Act.

## Links to The Asian American Education Project lessons:

- [Angel Island & The Chinese Exclusion Act](#)
- [Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women](#)
- Hidden Voices: Citizenship Unit (Coming soon!)

# Paper Sons & Daughters

Read pp. 16-18



**Background:** In 1906, there was a fire and earthquake in San Francisco, California which was a major port of entry for Chinese immigrants. As a result of the fire, city hall burned down and records were destroyed. Chinese Americans who were born in the United States were citizens; however, without birth records, it was hard to verify this. So, Chinese living in the United States used this as a loophole to the Chinese Exclusion Act of 1882 which allowed citizens to bring over their family members. This loophole created a system of illegal immigration in which some Chinese in the United States claimed to have children in China. Chinese in China who wanted to flee bought fake identities and claimed to be relatives of Chinese in the United States. As such, they were related on paper. Thus, they were known as "paper sons" or "paper daughters."

## Activities:

- Have students do a Quickwrite given this prompt: "What would force you to leave the United States? How would you feel if you were forced to move to another country? What fears and worries would you have?" Have them research why Chinese living in China in the 1800s would want to immigrate to the United States.
- Show the video entitled, "[Paper Sons: Chinese American Illegal Immigrants](#)." Tell students the Chinese Exclusion Act is known to be a "law as harsh as a tiger." Facilitate a discussion by asking: "Does the unfairness of the law justify the paper son system? Why or why not?"
- Have students read or listen to the article entitled, "[Chinese-American Descendants Uncover Forged Family Histories](#)." Ask them: "How does the paper son system impact descendants today?"

## Links to The Asian American Education Project lessons:

- [Angel Island & The Chinese Exclusion Act](#)
- [Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women](#)
- Hidden Voices: Citizenship Unit (Coming soon!)



# Angel Island Immigration Station

Read pp. 16-18



**Background:** To curb the paper son system and further enforce the Chinese Exclusion Act of 1882, the Angel Island Immigration Station was established in 1910 and was in operation until 1940. This station is located in San Francisco Bay. It served as the main port of entry for Asian immigrants. During this time of exclusion, Chinese immigrants suffered greatly. In order to catch paper sons and daughters, Chinese immigrants were subjected to long, invasive interrogations to see if there were any discrepancies between reports given by their families and their responses. Those who did not pass the interrogations were deported.

## Activities:

- Have students create a Timeline of the Angel Island Immigration Station. Have them note the different purposes the station served over time.
- Have students study a map of San Francisco Bay and research why this site was chosen for the immigration station. Ask students: "How did the location prevent detainees from escaping?"
- Have students read the [poetry](#) that Chinese detainees had written on the walls of the Angel Island Immigration Station. Have students select their favorite poem. Host a poetry reading where students orally read that poem. Have students explain what the poem means and why it resonated with them.
- Have students work in small groups to explore the [virtual exhibitions](#) of the Angel Island Immigration Museum. Have them select an artifact for further study. Have them research more about the topic and create an artwork with a caption that represents the topic.
- Have students read [Paper Son: Lee's Journey to America](#) by Virginia Loh-Hagan. Have students create and act out a [Reader's Theater](#) of the story. Facilitate a discussion about the various perspectives and roles involved in the paper son system. (Also, consider reading [Angel Island Immigration Station](#) by Virginia Loh-Hagan.)
- Have students conduct research in order to complete a Venn Diagram comparing and contrasting immigrant experiences at Angel Island versus Ellis Island in New York.

## Links to [The Asian American Education Project](#) lessons:

- [Angel Island & The Chinese Exclusion Act](#)
- [Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women](#)
- Hidden Voices: Citizenship Unit (Coming soon!)

# *Tape v. Hurley*

Read pp. 18-19



**Background:** In 1885, Joseph and Mary Tape (1857-1934), Chinese immigrants living in San Francisco, wanted to enroll their U.S.-born daughter, Mamie Tape, in a local all-White public school. But, Mamie was denied admission due to her race. The Tapes took their case to court. This landmark case ruled that citizens were entitled to attend public schools in California. The court, however, did not outlaw segregated schools. The San Francisco School Board responded by establishing a separate Chinese School. Mary resisted by writing a letter of protest to the Board of Education.

## Activities:

- Have students put themselves in Joseph and Mary Tape's shoes and write a letter to the school board making their case. Then, have students conduct a Primary Source Analysis of [Mary Tape's letter to the Board of Education](#). Facilitate a discussion by asking: "What was Tape's intent? In what ways is this an impressive act of resistance?" Have students compare their letters to Mary Tape's letter and analyze the similarities and differences.
- Have students learn about other school desegregation court cases. Assign small groups to research a case and present it to the entire class. Facilitate a discussion by asking: "How did *Tape v. Hurley* inspire or impact these other court cases?"
- Have students do a Quickwrite given these prompts: "Why do you think Joseph and Mary Tape decided to pursue legal action?"

## Links to [The Asian American Education Project](#) lessons:

- [The Fight For School Desegregation by Asian Americans](#)
- [Redefine American](#)
- Hidden Voices: Citizenship Unit & APIDA Contributions to Multilingual Education Unit (Coming soon!)

# Yick Wo v. Hopkins

Read p. 20



**Background:** Most Chinese laundries were in wooden buildings. In 1880, San Francisco's Board of Supervisors required such businesses to have a permit. In practice, only Chinese owners were denied permits. Lee Yick, the owner of Yick Wo Laundry, resisted by continuing to operate his business without a permit and was arrested and fined. In 1886, he sued the San Francisco Board of Supervisors for not granting laundry licenses to any Chinese person. The Court ruled in favor of Yick by citing that all people in the United States were entitled to equal protection of the law. It was the first case to use the "equal protection clause" under the 14th Amendment.

## Activities:

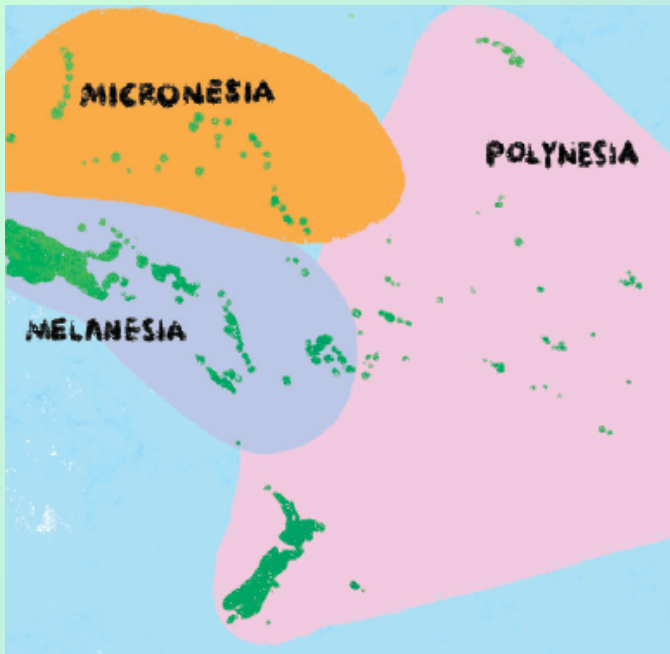
- Have students research the number of permits applied for and granted to Chinese versus non-Chinese laundry owners. Have them make a pie chart to show their findings. Have them analyze their pie chart to make a statement in support of the Court's decision.
- Tell students the Court found that while the law requiring laundry owners to apply for a permit was not discriminatory, its application was discriminatory. Facilitate a discussion by asking: "What are some examples, in history or your own life, in which a rule seems fair on its face but can become unfair when applied?"
- Show this video entitled, "[Yick Wo and the Equal Protection Clause](#)." Have students engage in the Watch-Think-Write strategy. Facilitate a discussion about the implications of the course case.

## Links to [The Asian American Education Project](#) lessons:

- [Racial Identity and American Citizenship in the Court](#)
- [Redefine American](#)
- *Yick Wo v. Hopkins* (Coming soon!)

# Pacific Islanders

Read p. 21



**Background:** Pacific Islanders refer to those whose origins are the original peoples of Polynesia, Micronesia, and Melanesia. The Pacific Islands have a unique history of sovereignty and colonization. Because of their strategic location in the Pacific Ocean, these islands are a desirable military location; they are also desired for their natural resources and as tourist destinations. It is important to note that Pacific Islanders have their own unique cultures and histories.

## Activities:

- Have students study a map of the Pacific Islands. Split the class into three groups and assign groups to research Polynesia, Micronesia, and Melanesia. Have each group create a Slide Deck about their assigned areas to share out with others. Make sure students include facts about history, languages, cultural traditions, food, etc.
- Have students learn about "American exceptionalism" and "manifest destiny." Facilitate a discussion by asking: "How do these concepts relate to the United States' colonization of the Pacific Islands? How did colonization affect the islands?"
- Tell students the American Samoa, Guam, and Northern Mariana Islands are U.S. territories. Have students research what it means to be a territory versus a state.

## Links to [The Asian American Education Project](#) lessons:

- [Poetry on Climate Change: Central Idea](#)
- [Pacific Islanders Climate Devastation Poetry](#)
- [Native Hawaiian Sovereignty Movement](#)
- Hidden Voices: Citizenship Unit (Coming soon!)

# Kingdom of Hawai'i

Read p. 21



**Background:** In 1795, Kamehameha I (1758-1819) unified the Hawaiian islands under one kingdom and became its first ruler. (Previously, ancient Hawaiian society consisted of a series of tribes.) The Hawaiian kingdom was an independent constitutional monarchy modeled after European monarchies. Increased contact with European and American powers changed Hawaiian culture. More merchants, missionaries, and settlers arrived. Businessmen established sugar plantations and recruited Asian workers from China, Japan, and Korea, and the Philippines. Native Hawaiians were losing their lands, labor, language, and power.

## Activities:

- Have students create a Timeline of the history of the kingdom of Hawai'i.
- Have students research the negative impacts of foreign influence on Hawai'i (i.e., climate change, water shortages, erasure of language and cultures, introduction of diseases, etc.). Have them identify one of the issues and create a commercial promoting a solution to the problem. (Encourage them to research what is already being done.)
- Tell students Hawaiians believe they're stewards of the land and oceans. Facilitate a discussion by asking students: "What is the American connection to the land? What evidence supports this? How can Americans adopt this Hawaiian concept of stewardship?"
- Tell students U.S. laws had banned Native Hawaiians from speaking their native language and that today, there is a strong movement to revive and preserve their language. Have them watch this [video](#) and practice speaking the Hawaiian language.

## Links to [The Asian American Education Project](#) lessons:

- [Poetry on Climate Change: Central Idea](#)
- [Pacific Islanders Climate Devastation Poetry](#)
- [Native Hawaiian Sovereignty Movement](#)
- Hidden Voices: Citizenship Unit (Coming soon!)

# Overthrow of Queen Lili'uokalani

Read pp. 21-22



**Background:** In 1887, the Hawaiian king was forced, at gunpoint, to sign away monarchy powers to American, European, and native Hawaiian elites who were focused on profit; this became known as the Bayonet Constitution. Queen Lili'uokalani (1838-1917) ascended the throne in 1891; she was the Hawaiian kingdom's first female monarch and last monarch. She was committed to restoring the power of the monarch much to the dismay of foreign landowners. As such, she was overthrown in a coup organized by American sugar planters and backed by the U.S military in 1893. This effectively ended the Hawaiian kingdom. Activists are still fighting for sovereignty today.

## Activities:

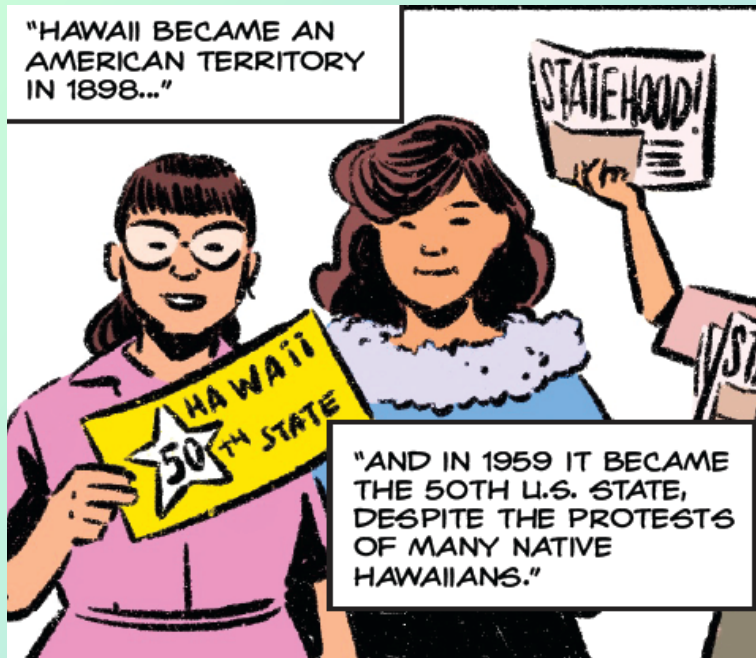
- Show the TED Talk video entitled, "[The dark history of the overthrow of Hawai'i.](#)" Have students complete a "Somebody Wanted But So Then" chart for Queen Lili'uokalani and The Missionary Party. Facilitate a discussion about various perspectives around the overthrow.
- Read [Colonization of Hawai'i](#) by Virginia Loh-Hagan. Have students create a T-Chart listing what they learned in the left column and questions in the right column.
- Tell students the United States apologized for the overthrow in 1993. Have students read the [Apology Resolution](#) and discuss its meaning, intentions, and implications.
- Tell students Queen Lili'uokalani was a skilled musician and composed the Hawaiian national song. Have students listen to "[Aloha 'Oe](#)" and read the [lyrics](#). Facilitate a discussion about the meaning(s) of the song.

## Links to The Asian American Education Project lessons:

- [Native Hawaiian Sovereignty Movement](#)
- Hidden Voices: Citizenship Unit (Coming soon!)
- 'Iolani Palace (Coming soon!)

# Hawaiian Statehood

Read pp. 21-22



**Background:** In 1898, Hawai'i was annexed as a U.S. territory. In 1959, it became the 50th U.S. State. Statehood was controversial. Some Hawaiian residents wanted to have the same rights as other states (i.e., electing their own governor, etc.). However, some Native Hawaiians rejected statehood and wanted sovereignty instead. They saw statehood as American imperialism, militarism, and colonization.

## Activities:

- Have students research reasons why some Native Hawaiians opposed statehood. Have them create protest posters to support their cause.
- Have students research reasons why some Hawaiian residents supported statehood. Have them write speeches to support their cause.
- Show the video entitled, "[Hawaii's Complicated Road to Statehood](#)." Ask students: "What did you learn from the video?"
- Have students research a Native Hawaiian activist who supports sovereignty. Have students create a movie trailer or short documentary of their life. Host a film festival for students to showcase their work.

## Links to [The Asian American Education Project](#) lessons:

- [Native Hawaiian Sovereignty Movement](#)
- Hidden Voices: Citizenship Unit (Coming soon!)
- 'Iolani Palace (Coming soon!)

# Glossary of Strategies

- **Book Talk (p. 9):** A Book Talk is a short video or presentation designed to promote a book. It includes author, title, summary of book, and a recommendation. The goal is to convince others to read it.
- **Bubble Map (p. 5):** A Bubble Map is a visual tool designed to visualize ideas and connections between those ideas. The central or main topic is listed in a bubble or circle in the center of the page. Relevant ideas are grouped together and placed around the central bubble in a circular pattern. Ideas are then connected by drawing lines between each idea and to the central topic.
- **Diorama (p.7):** A Diorama is a 3-dimensional scene, often created in a physical box, that illustrates an academic subject, a plot of a story, or event in history.
- **Gallery Walk (p.7, p.17, p. 21):** A Gallery Walk is an activity in which images or content are posted around the room, similar to an art gallery. Students walk around and look at the images or content, usually with a prompt or purpose in mind. Students may also jot down notes on sticky notes and place them by the images to allow other students to read their thoughts.
- **Infographic (p. 13):** An Infographic is a collection of imagery, data visualizations like pie charts and graphs, and minimal text. All these components combine to give an easy-to-understand overview of a topic.
- **Image Analysis (p. 7, p. 15, p. 19):** An Image Analysis is a protocol or structured guide for reviewing and analyzing images. Images are primary sources and often require inferring skills and prior knowledge for comprehension. Tools like an Image Analysis help students pull out relevant data.
- **Jigsaw (p. 9, p. 13, p. 20):** A Jigsaw is an activity in which the class is divided into groups. Each group is assigned to study a particular aspect of a topic, for which they then become the experts. The class is then re-organized into different groups - each student in the new group is from a different "expert" group. Each student shares their information with their new group so they can complete a task or discuss the topic together.
- **Note Catcher (p. 13):** A Note Catcher is a worksheet with guiding prompts or questions that students can use to organize their thoughts while reading, during an activity, etc.
- **Oral History (p. 6):** An oral history is a record of a person's lived experiences. It is a technique for generating and preserving original, historically interesting information from personal recollections. As a primary source, it is used to preserve the voices, memories, and perspectives of different people in history.



# Glossary of Strategies

- **Primary Source Analysis (p. 10, p. 11, p. 12, p. 20, p. 22, p. 25):** A Primary Source Analysis is a protocol or structured guide for reviewing and analyzing primary sources, which are firsthand accounts. Some primary sources can be challenging to read and often require inferring skills and prior knowledge for comprehension. Thinking through primary source documents for contextual understanding helps students to extract information in order to make informed judgments about the topic, event, etc.
- **Quickwrite (p. 12, p. 18, p. 23, p. 25):** A Quickwrite is a quick and informal writing opportunity similar to free-writing or journaling. Students can use Quickwrites to capture their initial thoughts and/or personal thoughts.
- **Reader's Theater (p. 24):** A Reader's Theater is a dramatic retelling. Any content can be turned into a script and acted out. This allows students to role-play and build empathy.
- **Slide Deck (p. 4, p. 13, p. 27):** A Slide Deck is a collection of slides used as visual aids during a presentation. Platform options include Powerpoint, Google Slides, Canva, etc.
- **Somebody Wanted But So Then (SWBST) chart (p. 29):** A SWBST chart helps students identify and/or infer a person's motivations and struggles. It can be used to better understand various perspectives.

Somebody	Wanted	But	So	Then
Queen Lili'uokalani				
The Missionary Party				

- **T-Chart (p. 15, p. 22, p. 29):** A T-Chart is a graphic organizer in the shape of a T which allows students to record information in the left and right columns.
- **Timeline (p. 3, p. 22, p. 24, p. 28):** A Timeline is display of events listed in chronological order.
- **Venn diagram (p. 20, p. 24):** A Venn Diagram is a graphic that uses overlapping circles to show the relationships among things. Similarities are listed in shared spaces and differences are listed in isolated spaces.
- **Watch-Think-Write (WTW) strategy (p. 14, p. 22, p. 26):** WTW is protocol for viewing videos. Following a close reading model, it helps students process content via multiple viewings of a video. Students first watch a video clip without stopping or taking notes. During the second viewing, students should pause often to think and discuss what was presented. After this discussion, students can write their reactions and or a summary.

# FIGHTING TO BELONG

Graphic Novel Vol. 1 of 3

LAUNCH

TAAAF

The Asian American Foundation



An education that includes  
**Asian Pacific Islander Desi**  
American history  
benefits everyone!



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