

# ASIAN AMERICANS



# ACTIVITY BOOK



ASIAN AMERICANS  
ADVANCING  
JUSTICE

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**ASIAN AMERICANS** is a production of WETA Washington, DC and the Center for Asian American Media (CAAM) for PBS, in association with the Independent Television Service (ITVS), Flash Cuts and Tajima-Peña Productions. The series executive producers are Jeff Bieber for WETA; Stephen Gong and Donald Young for CAAM; Sally Jo Fifer for ITVS; and Jean Tsien. The series producer is Renee Tajima-Peña. The producer for Flash Cuts is Eurie Chung. The episode producers are S. Leo Chiang, Geeta Gandbhir and Grace Lee. The consulting producer is Mark Jonathan Harris.

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# INTRODUCTION

The activities and worksheets in this booklet are threaded together to be used for a wide-range of programs. Educators and community organizations are encouraged to use this learning material during Asian American and Pacific Islander Heritage Month, Lunar New Year, and programs throughout the year in student clubs on campuses, educational workshops at museums, and events at local libraries or community centers. The content from this activity booklet was designed to focus on basic knowledge in order to fuel interest within readers to pursue additional self-study about the topics covered within. Activities are suitable for different levels, from elementary school, middle and high school students. Educators, as the experts of their spaces, should select which activities will work best for their classroom, as each activity offers something worth learning, or revisiting, for students in various grades.

# RESOURCES

- For complete lesson plans:

**[AdvancingJustice-LA.org/LessonPlans](http://AdvancingJustice-LA.org/LessonPlans)**

**[PBSLearningMedia.org/collection/asian-americans-pbs/](http://PBSLearningMedia.org/collection/asian-americans-pbs/)**

- To order free teaching kit:

**[AdvancingJustice-LA.org/LessonPlans](http://AdvancingJustice-LA.org/LessonPlans)**

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Credit: Asian Americans, PBS, 2020

# MAP OF ASIA

## Map Coloring

ACTIVITY

Find each country on the map and color it in to match the corresponding subregion of Asia.

Region:	Color:	Countries:
<b>East Asia</b>	<b>Yellow</b>	China, Japan, Mongolia, North Korea, South Korea
<b>Southeast Asia</b>	<b>Blue</b>	Brunei, Cambodia, East Timor, Indonesia, Laos, Myanmar (Burma), Malaysia, Philippines, Singapore, Thailand, Vietnam
<b>South Asia</b>	<b>Orange</b>	Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka



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# TRANSCONTINENTAL RAILROAD

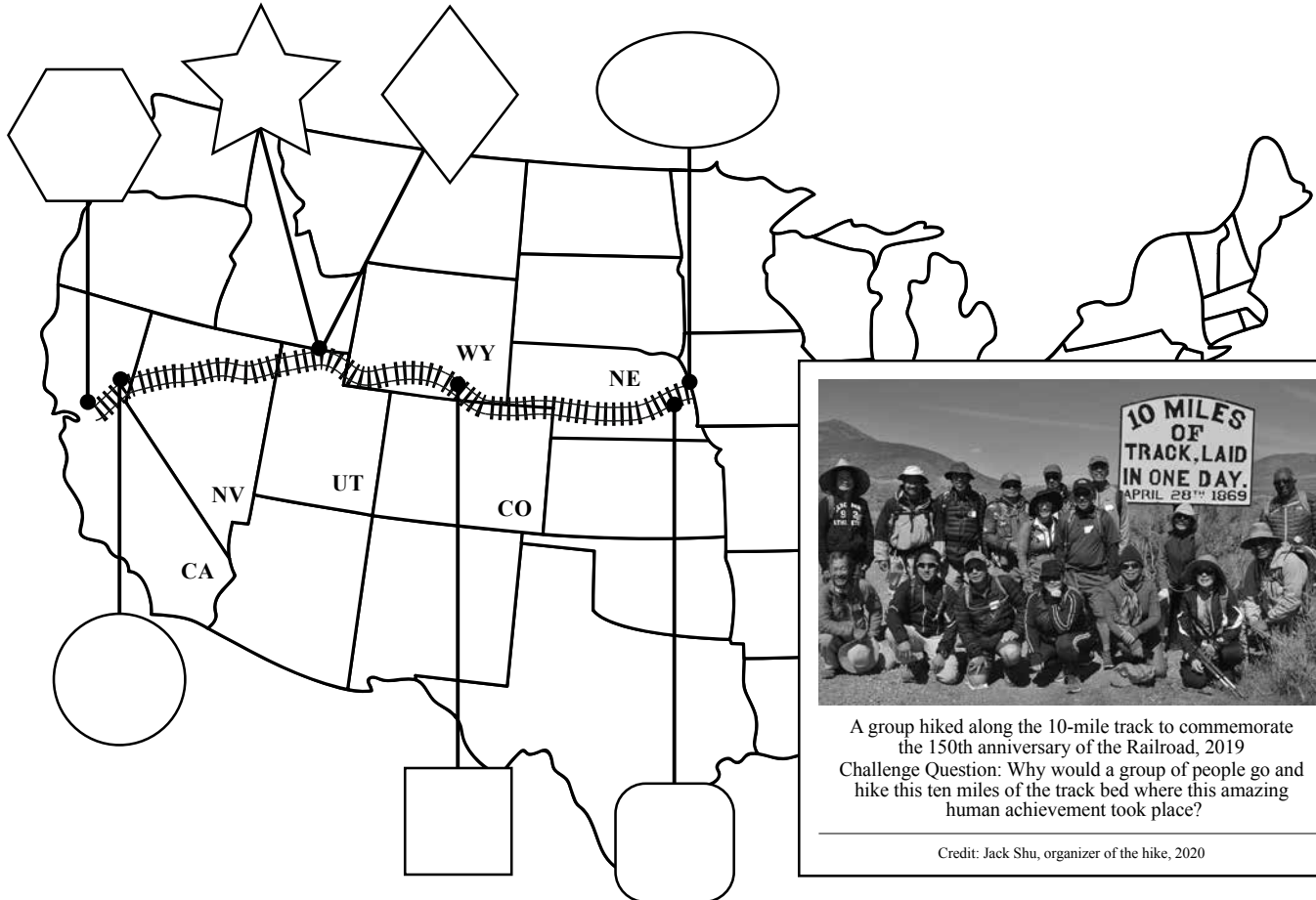
## Construct the Facts

### INTRODUCTION

In 1865, the Central Pacific Railroad Company started to recruit Chinese laborers from Canton, South China to join the workforce in building the western section of the Transcontinental Railroad. Two years later, over 12,000 Chinese laborers accounted for 80 to 90 percent of the railroad workforce. Over 8,000 Chinese workers took on the most dangerous task of digging and grading through the tunnels of the Sierras while others laid tracks. On May 10, 1869, the golden spike was hammered in at Promontory, Utah, linking the West and the East of the United States by rail for the first time in American history. The completion of the railroad provided an infrastructure uniting the nation both geographically and economically.

### DIRECTION

Do you know where Promontory, Utah is on the map? Plot the following points on the map by writing the letter in the Key Facts corresponding to the dates and facts on the building of the transcontinental railroad.



A group hiked along the 10-mile track to commemorate the 150th anniversary of the Railroad, 2019  
 Challenge Question: Why would a group of people go and hike this ten miles of the track bed where this amazing human achievement took place?

Credit: Jack Shu, organizer of the hike, 2020

### KEY FACTS

- A. January 1863 Groundbreaking of the Central Pacific Railroad ("CPRR") began at Sacramento, California; the first rail was laid on October 1863.
- B. December 1863 Groundbreaking of the Union Pacific Railroad began at Omaha, Nebraska; due to the Civil War, the first rail was not laid until July 1865.
- C. December 1865 The Union Pacific completed 40 miles (64 km) of track, reaching Fremont, Nebraska.
- D. April 1868 The Union Pacific reached its highest altitude 8,247 feet above sea level at Sherman Pass, Wyoming.
- E. August 18, 1867 The CPRR Chinese railroad workers overcame the Sierra Nevada with the completion of the Donner Pass tunnel.
- F. April 28, 1869 A small army of Chinese workers and 8 Irishmen laid 10 miles and 56 feet of track in one day, three and a half mile from Promontory, Utah.
- G. May 10, 1869 The golden spike was hammered in at Promontory, Utah, linking the West and the East of the United States by rail for the first time in American history.

# ANGEL ISLAND\*

## Chinese Immigration to the United States: Timeline 1830s to 1943

Use this worksheet as a guide to research Chinese immigration to the United States.  
Fill in the blanks below to complete the timeline by using clues from the word bank to complete.

Year	Event
1830s	Chinese sailors and peddlers visit _____ / _____.
1841	_____ is discovered in California. Immigrants from all over the world, including the Chinese come to California to mine for gold.
1852	The Foreign Miner's Tax forces foreigners, including the Chinese, out of the gold fields.
1865	The Central Pacific Railroad recruits _____ laborers to build the Transcontinental _____.
1870s	The U.S. experiences an economic downturn which forces many American laborers out of work. Anti-Asian and anti-Chinese sentiments increase, as they are blamed for joblessness and low wages. Anti-Chinese ordinances are passed to discriminate against the Chinese: <ul style="list-style-type: none"> <li>● Cubic Air Ordinance (1870), required 500 cubic feet of air per occupant in a room</li> <li>● Sidewalk Ordinance of 1870, banned carrying of groceries and laundry with a pole</li> <li>● Queue Ordinance of 1873, outlawed long braids worn by men</li> </ul>
1871	Anti-Chinese violence breaks out in _____ / _____ and other cities.
1882	Congress passes the _____ / _____ / _____, this is the first law to restrict immigration based on race. Chinese laborers are not allowed, but teachers, students, merchants, government officials, visitors and citizens are still allowed entry into the country.  Chinese immigrants are also declared ineligible for citizenship. Later in 1924, the Chinese Exclusion Act is amended to prevent all Chinese nationals and citizens of other Asian nations from entering the U.S.
1898	Courts rule in Wong Kim Ark v. U.S. that anyone born in the U.S. is a _____.
1906	The San Francisco _____ and fire destroys all municipal records, including those pertaining to birth and _____.
1910	_____ / _____ Immigration Station opens its doors to process potential Asian _____.
1940	Angel Island Immigration Station burns to the ground and _____.
1943	Congress _____ the Chinese Exclusion Act.

Word Bank:

**Angel Island, Chinese, Chinese Exclusion Act, citizen, citizenship, closes, earthquake, gold, immigrants, Los Angeles, New York, railroad, repeals**

\*Contributor: Karalee Wong Nakatsuka, U.S. History Teacher, First Avenue Middle School, Arcadia Unified School District  
Sources: <https://bancroft.berkeley.edu/collections/chineseinca/antichinese.html>, <https://www.pbs.org/weta/thewest/program/episodes/three/goldandhope.htm>, <https://aapf.org/chinese-exclusion-act>, <https://www.aiisf.org/history>, [https://learninglab.si.edu/cabinet/file/533cd560-5e77-4632-90b2-8e4e446e4e29/TimelineDates\\_Facts.pdf](https://learninglab.si.edu/cabinet/file/533cd560-5e77-4632-90b2-8e4e446e4e29/TimelineDates_Facts.pdf)

# THE EFFECT OF THE CHINESE EXCLUSION ACT

Draw the corresponding symbols in the box below to match the facts.

KEY FACTS



Gave “The Composite Nation” speech in 1869 in advocating for a multi-racial America, and against the exclusion of Chinese and other Asians.



The year the Chinese Exclusion Act was passed.



The number of Chinese people who entered the U.S. in 1882.\*



The number of legally admitted Chinese people, five years after the Exclusion Act.\*



The years other laws and rules were passed to exclude other Asian groups including Japanese, Koreans and Filipinos from immigration.\*



Authored House Resolution 683 that formally expresses the regret of the House of Representatives for the Chinese Exclusion Act of 1882 and other legislation that discriminated against people of Chinese origin in the United States. It was passed in 2012.

**39,579**

**1882**

**Frederick  
Douglass**

**10**

**1907 to 1934**

**Judy Chu**

Sources:

\* [https://www2.census.gov/library/publications/1949/compendia/hist\\_stats\\_1789-1945/hist\\_stats\\_1789-1945-chB.pdf](https://www2.census.gov/library/publications/1949/compendia/hist_stats_1789-1945/hist_stats_1789-1945-chB.pdf)

♦ <https://thepoliticsofimmigration.org/immigration-and-the-law-a-chronology/>



# ASIAN AMERICAN MILITARY SERVICE ON JAPAN'S AGGRESSION

## Letter Writing

INTRODUCTION

Japan's growing aggression against Asian countries greatly distressed Asians in the United States. Since the late 1800s, Japan had embarked upon a period of rapid industrialization and in the early 1900s, Japan invaded Korea and northern China under the guise of establishing a Greater East-Asia Co-Prosperity Sphere. In reality, the military-dominated imperial government of Japan was determined to replace Europe and the U.S. as the dominant imperialist presence in the region. Japanese soldiers tortured, killed and committed horrific atrocities against Korean and Chinese civilians and soldiers. Asian Americans viewed Japan's attacks on Pearl Harbor and the Philippines on December 7, 1941 with both hope and apprehension. For Korean and Chinese Americans, the U.S. declaration of war on Japan represented a long-awaited check on Japanese aggression. For the Filipino community, it was the start of the struggle for their homeland's very existence. For Japanese Americans, it started a wave of xenophobia and racism that led to the mass incarceration of over 120,000 people of Japanese descent, almost the entire population of Japanese Americans in the continental United States.



Susan Ahn Cuddy, on the far right, was the first female, Asian gunnery officer in the U.S. Navy.

Credit: *Asian Americans*, PBS, 2020

ACTIVITY

According to historian Paul Fussell, letters from home were crucial to the troops' morale since phone calls overseas were virtually impossible: "Letters were a great comfort. And the mail was indispensable. We couldn't have won the war without it. It was terribly important as a motivator of the troops" (Quoted in PBS, *The War*). All three of the Ahn children served in the U.S. military during WWII. Susan was the first woman and Korean American to serve in the U.S. Navy. Her brother Phil briefly served in the U.S. Army, and her brother Ralph joined the Navy in 1944.

Write a letter to a loved one, a friend or a soldier in a combat zone.

Or write a letter from Susan's perspective to her brother Ralph while he is serving overseas.

The letter should include:

1. Proper friendly letter format
2. Relevant date (1944)
3. Creative details (what would a sister write to her brother)
4. Details about her own work with the Navy
5. Information about the broader Korean community
6. Information about life at home (rationing, war bonds, etc.)
7. Your letter may also include illustrations

# JAPANESE AMERICANS AND ALEUTS INCARCERATIONS: CONSTITUTIONAL RIGHTS VIOLATIONS

## Matching Game

INTRODUCTION



Credit: Asian Americans, PBS, 2020



Credit: Asian Americans, PBS, 2020



Credit: Asian Americans, PBS, 2020

Over 110,000 Japanese Americans during World War II were incarcerated. Many were given only a few days' notice and most of them ultimately had to leave their belongings, their houses and their businesses behind -- losing much of their life savings and their livelihoods. Upon incarceration, many families were separated and found a difficult life in poor and harsh conditions. Despite doing nothing wrong, Japanese Americans lost their freedom and their rights as U.S. citizens.

DIRECTIONS

Column 1: A list of the U.S. Constitutional Amendments

Column 2: A list of descriptions of how Japanese Americans and/or Aleuts were harmed and had their rights violated during WWII

- Find a violation in column 2 that matches the Amendment that is meant to protect that right in column 1 and draw a line between them.
- There could be multiple violations of the same Amendment.

### RIGHTS PROTECTED OR GUARANTEED UNDER THE AMENDMENT

1<sup>st</sup>- Freedom of speech, the press, religion, assembly, and petition

4<sup>th</sup>- Freedom from unreasonable and unlawful search and seizure of property

5<sup>th</sup>- Prohibits a person from answering for a crime, without legal procedure. Persons cannot be denied due process of law

6<sup>th</sup>- Right to a lawyer

8<sup>th</sup>- Right to reasonable bail and freedom from cruel and unusual punishment

13<sup>th</sup>- Freedom from slavery and involuntary servitude

14<sup>th</sup>- Right to equal protection

15<sup>th</sup>- Right to vote

### CONSTITUTIONAL VIOLATIONS AGAINST JAPANESE AMERICANS AND ALEUTS

- Japanese Americans' homes were searched without warrants and their property confiscated.
- Loss of Property: They were also not given any legal protections or mechanisms to prevent their loss of property, which was taken away or claimed by other individuals when they were rounded up and sent to camps
- Young children were incarcerated.
- Newspapers were censored in the camps, and public meetings were required to use English.
- Japanese Americans and Aleuts were incarcerated based on their ethnicity rather than legitimate suspicion of criminal activity.
- Many Japanese Americans were coerced into providing agricultural labor at the camps and even threatened with \$20/month fines if they did not comply.
- Practicing Shintoism was banned and Buddhism was significantly restricted while Christianity was instead promoted.
- The conditions of the camps were extremely poor. They had inadequate food, heating during the winter, and medical care.
- By being singled out based on their race and ethnicity, they were not given equal protection and were deprived of their liberty.
- Those who were U.S. citizens were not provided the opportunity for absentee voting.
- Aleut homes were burnt to the ground.
- Those who expressed and demanded redress in the camps were sent to isolation camps with harsher conditions.
- Incarceration: They were not given trials prior to incarceration, and once incarcerated, they were not provided a legal process or legal remedy to end their incarceration.
- They were denied the ability to get lawyers and challenge their incarceration.

# JAPANESE AMERICAN INCARCERATION

## Can You Relate?



Source: [https://commons.wikimedia.org/wiki/File:Manzanar\\_Interment\\_Camp\\_CA\\_5-15m\\_\(19450430200\).jpg](https://commons.wikimedia.org/wiki/File:Manzanar_Interment_Camp_CA_5-15m_(19450430200).jpg)  
Author: Don Graham



Source: [https://commons.wikimedia.org/wiki/File:Barracks\\_from\\_Japanese\\_American\\_Interment\\_Camp\\_\(3387881802\).jpg](https://commons.wikimedia.org/wiki/File:Barracks_from_Japanese_American_Interment_Camp_(3387881802).jpg)  
Author: OSU Special Collections & Archives: Commons

Japanese Americans were told that relocation was for their own protection. Based on the photos above, describe your impression of the incarceration camps. Were they welcoming? safe? punishing?

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Decades later, it was proven that reasons for relocation were built on wrong assumptions and lies. How can a government correct the mistake of a historic injustice?

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From the point of view of the Japanese Americans, caption the above pictures as if they were for an Instagram story or Facebook post. What are some hashtags you'd create to represent how you feel?

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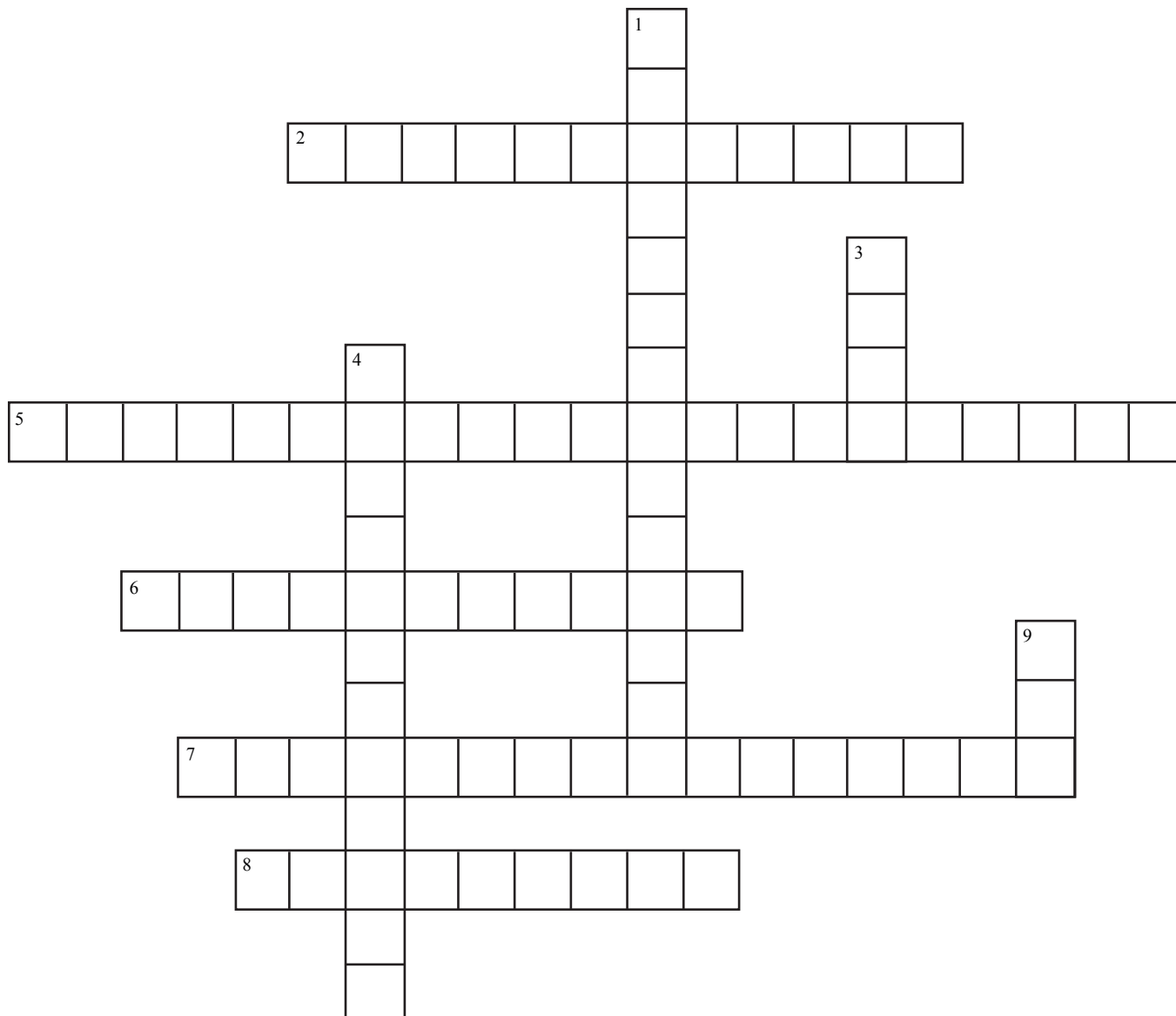
# WHAT DOES IT MEAN TO BE AN AMERICAN?

## Crossword Puzzle

### INTRODUCTION

After the bombing of Pearl Harbor on December 7, 1941, the United States entered into World War II, fighting Japan, Germany and Italy. Within a few months Japanese Americans found their rights violated through the Executive Order 9066, issued by President Franklin Roosevelt. This executive order that was aimed at forced relocation and internment of Japanese Americans in camps. The Civil Liberties Act of 1988, a formal apology by the U.S. government acknowledged and made restitution for the treatment of Japanese Americans during World War II. Of the 110,000 people of Japanese ancestry who were incarcerated, two-thirds (over 70,000) were American-born citizens.

But what does it mean to be American?



### ACROSS

2. The document that is upheld as the supreme law of the land and established Americans' national government, laws, and guaranteed rights to its people
5. citizenship granted to persons born in the United States (or born to American parents)
6. the state of belonging to a particular country or being a citizen of a particular nation
7. defined by the people who hold political power and not by one's genetic makeup
8. cultural expression and identification of a person

### DOWN

1. the legal process a person completes to become a citizen
3. usually associated with the biological makeup of a person and linked with physical characteristics such as skin color or hair texture
4. The first ten Amendments added to the U.S. Constitution which includes rights such as due process and freedom from unreasonable searches
9. Does the U.S. Constitution protect all people, regardless of citizenship status?

# PROTECT OUR DEMOCRACY

## Hexagonal Thinking Diagram\*

INTRODUCTION

In a democracy, people get to choose who their government representatives will be and who will look out for their best interests when making decisions regarding domestic and foreign policies.

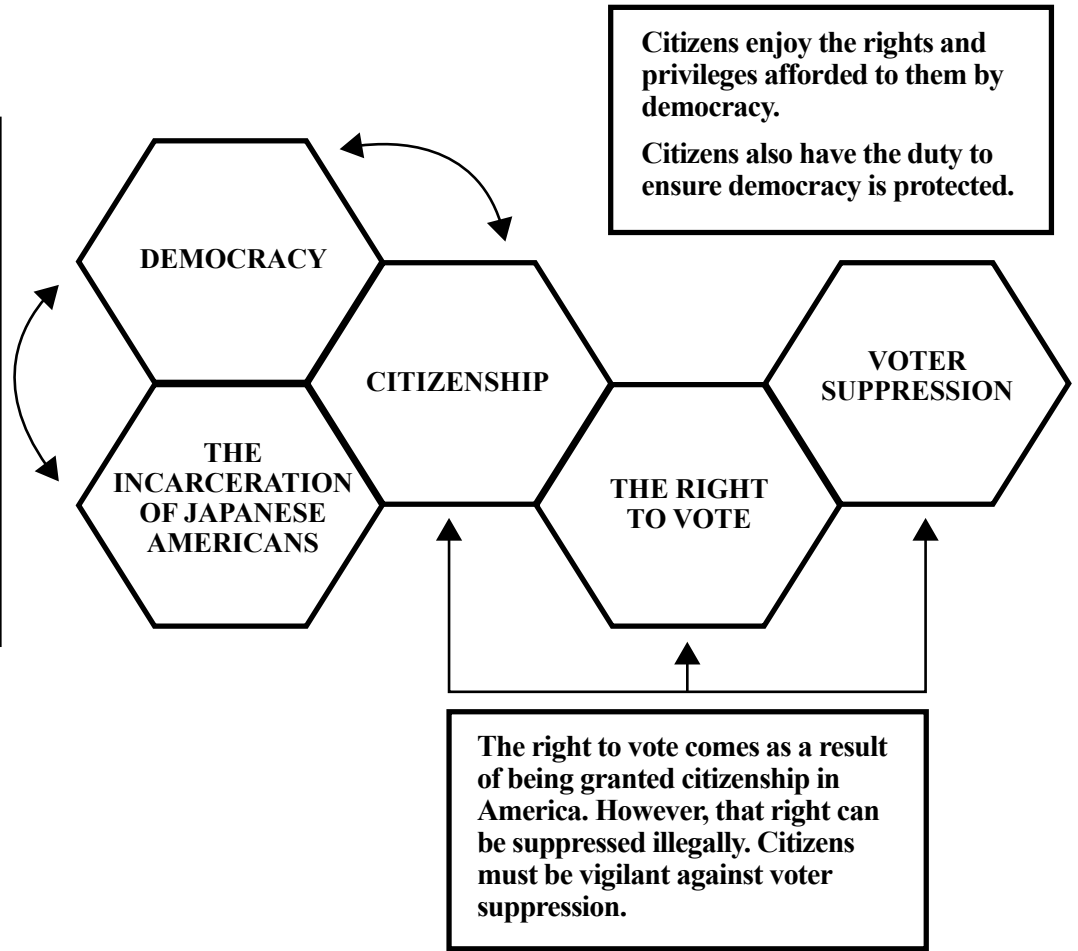
Until the 1950s, Asian Americans were not allowed to become naturalized citizens and did not have the power to vote. They were easy to victimize and to scapegoat. During World War II, 120,000 Japanese Americans were unjustly placed into incarceration camps in the name of national security after the bombing of Pearl Harbor by Japan.

Even today democracy can be taken away by means of voter suppression. The suppression comes in many forms like having unfair voter ID laws, cuts to early voting, mass purges of voter rolls, redrawing district lines to split a community's votes. Many of these laws and rules target communities of color, students, the elderly, and the disabled.

PROTECTING OUR DEMOCRACY

Democracy requires constant vigilance. Failure of democracy can lead to catastrophe like the incarceration of almost the entire population of Japanese Americans in the continental U.S.

Until the 1950s, Asian Americans were not allowed to become naturalized citizens and did not have the power to vote.

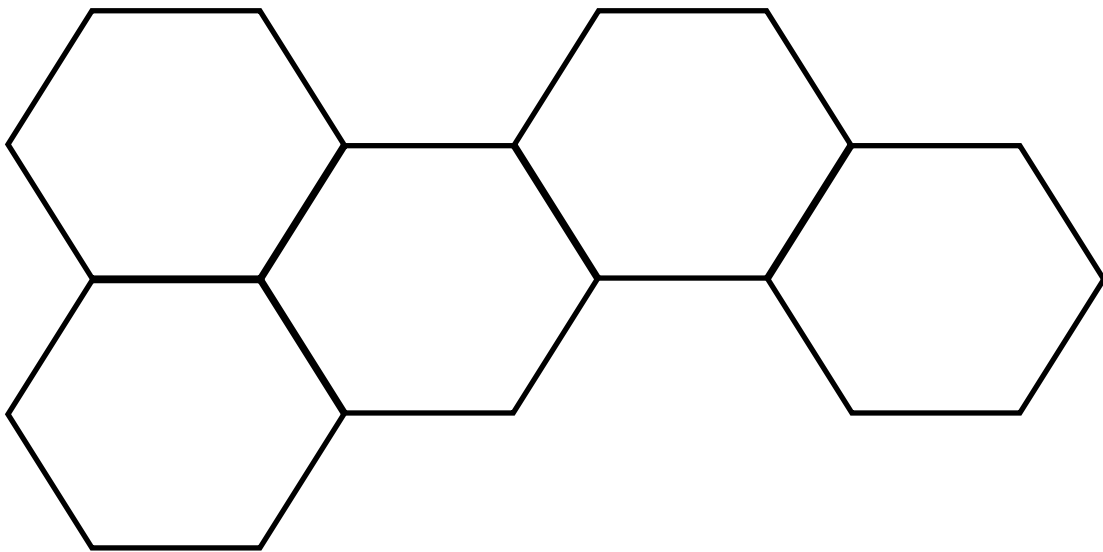


\*Contributor: Keisha Worthey, Social Studies Department Chair, East Millbrook Magnet Middle School, Wake County Public Schools System

# HEXAGONAL THINKING DIAGRAM

## DIRECTIONS

- Think of an idea and a series of ideas related to each other.
- You can draw your own hexagons and connect them, or use the diagram below. Write ideas related to each other inside the hexagons.
- Connect the hexagons with connection arrows.
- Explain how the ideas are connected in rectangular boxes.
- By the end of the activity, you should have an interconnected web of ideas along with explanations of the connections.



\*Contributor: Keisha Worthey, Social Studies Department Chair, East Millbrook Magnet Middle School, Wake County Public Schools System

# NATIVE HAWAI‘IAN SOVEREIGNTY

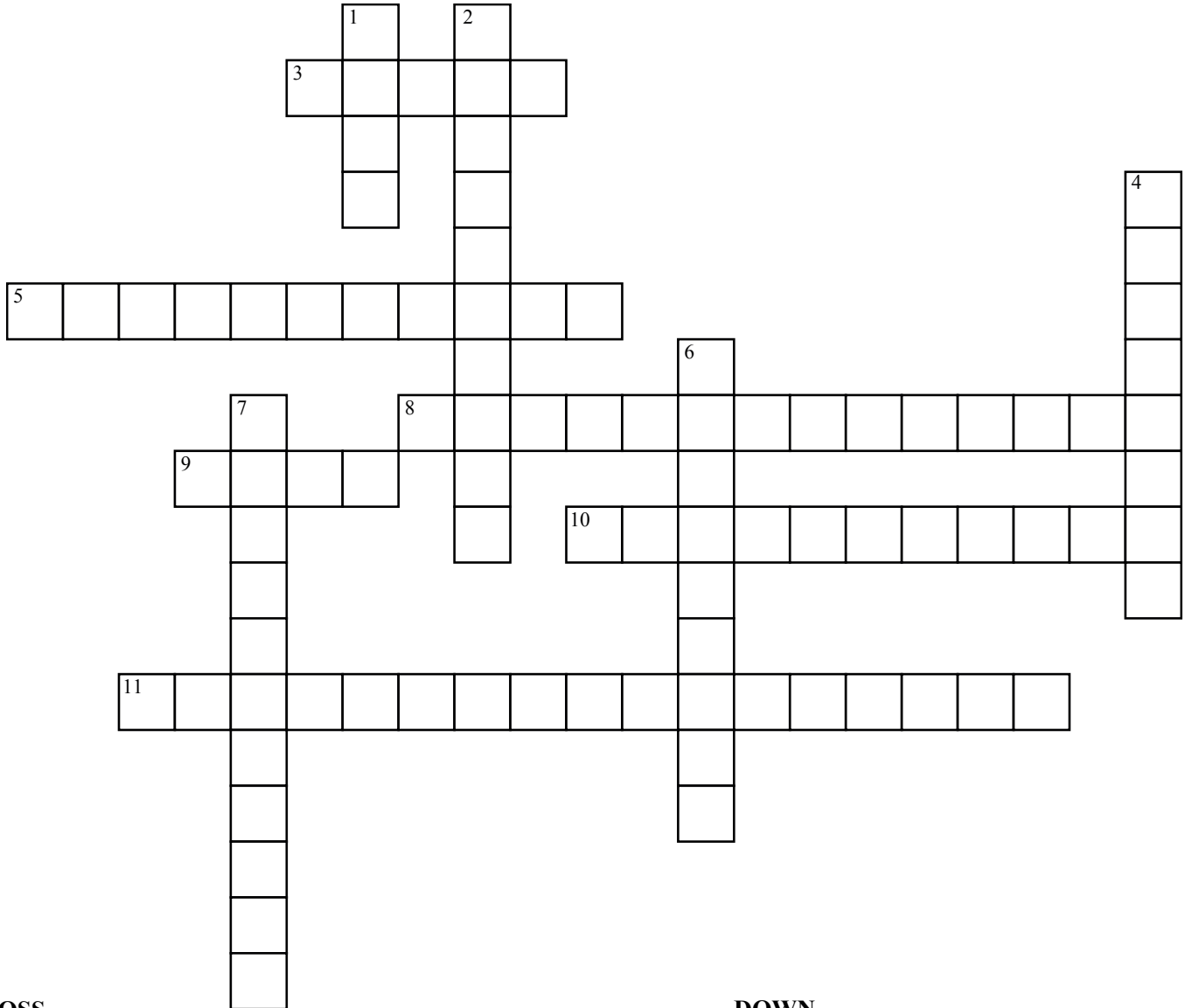
## Crossword Puzzle

### INTRODUCTION

Hawai‘i, an archipelago in the Pacific Ocean composed of the islands of Mau‘i, Kaua‘i and O‘ahu, was an isolated civilization until the arrival of the British explorer James Cook in 1778. Under King Kamehameha I, the islands were consolidated under the unified Kingdom of Hawai‘i in 1795. During the 19th Century, American and European haole outsiders saw the profit potential in the island nation’s sugar cane plantations and utilized contract laborers from Asia, whose numbers later slowly grew past the Native Hawai‘ian population.

To protect its land from foreigners, King Kamehameha III proposed the Great Māhele to distribute land among its people. In 1893, Queen Liliuokalani, the last ruling monarch, was overthrown in a coup by American sugar planters and the threat of U.S. military force. In 1959, under the Hawaii Admissions Act, Hawai‘i became the fiftieth state of the United States.

Since the overthrow of Queen Liliuokalani, the Native Hawai‘ian sovereignty movement continues to seek to reclaim the lost land and culture of the native people. From 2000 to 2009, Senator Daniel Akaka proposed the Native Hawaiian Government Reorganization Act (Akaka Bill), to gain U.S. federal recognition of indigenous Hawai‘ians. Recently in 2019, Native Hawai‘ian advocacy groups protested against the construction of the Thirty Meter Telescope on Mauna Kea, a dormant volcano considered to be sacred in Hawai‘ian religion and culture.



### ACROSS

3. someone who is not a descendant of Native Hawai‘ians; used to describe white people
5. the first U.S. Senator of Native Hawai‘ian ancestry
8. consolidated rule over the four major islands, creating the Kingdom of Hawai‘i
9. illegal, unconstitutional seizure of power that removes an existing government from power
10. land redistribution that displaced Native Hawai‘ians from their land and allowed non- natives to own land
11. the last sovereign Hawai‘ian Monarch

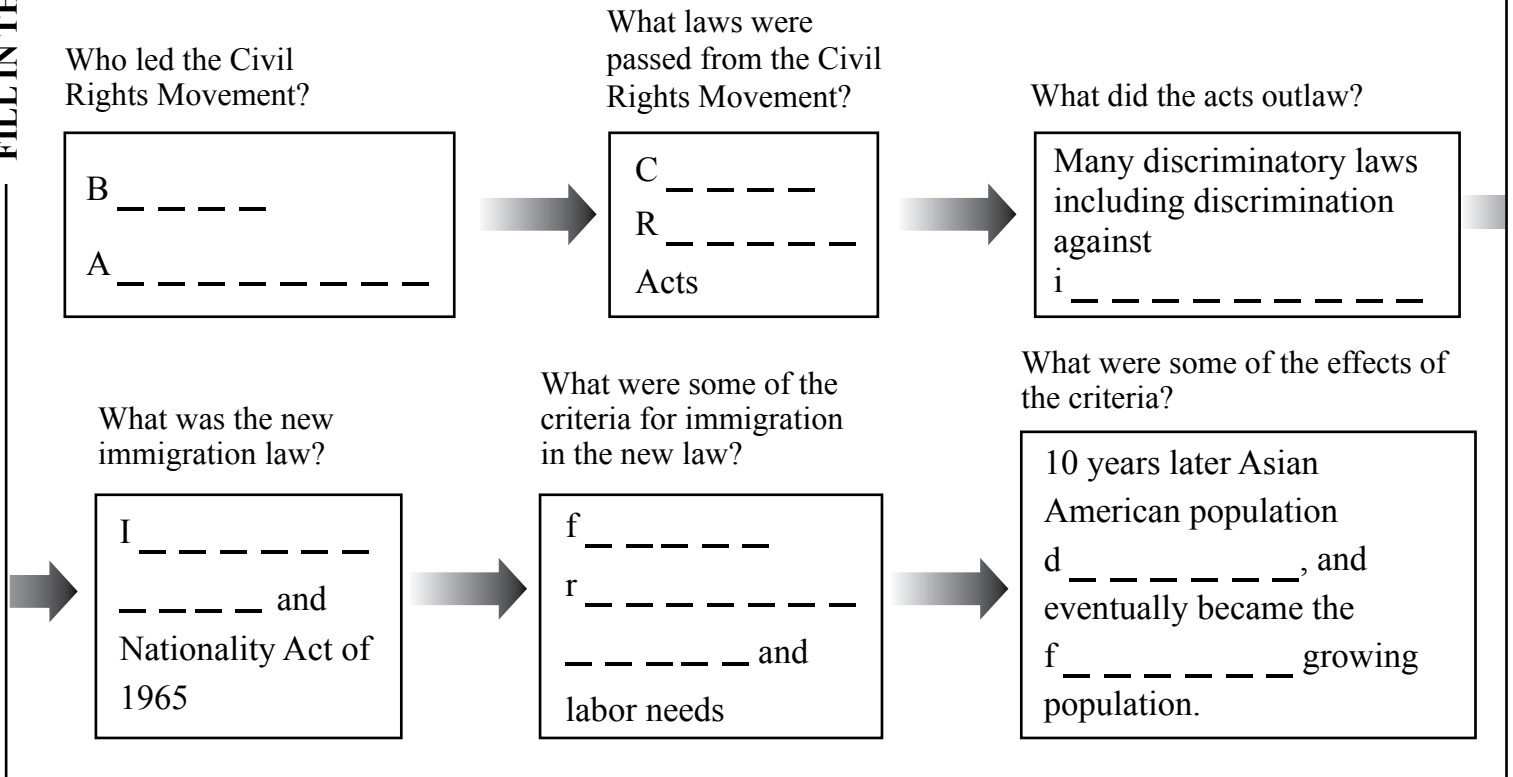
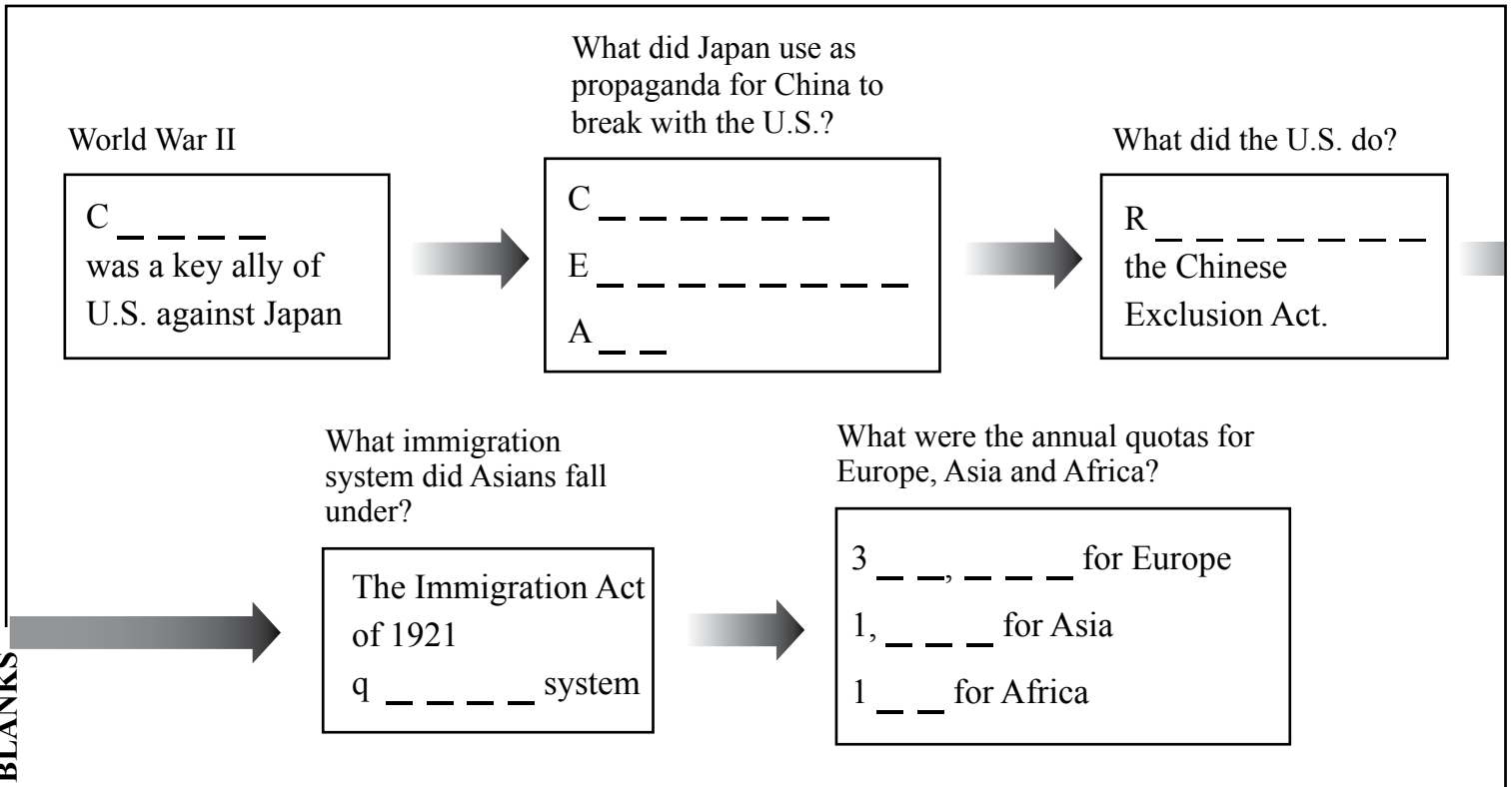
### DOWN

1. one of Hawai‘i’s four major islands
2. an agricultural estate usually worked by resident labor
4. a dormant volcano that is considered sacred in Hawai‘ian religion and culture and site of protest most recently in 2019
6. first foreigner to make contact with Hawai‘ians
7. the ability to rule over oneself without outside interference

# HOW BLACK AMERICANS HELP ASIAN IMMIGRATION

## Cause and Effect

FILL IN THE BLANKS



### Word Bank:

356,081, 1,261, 122, Black Americans, China, Chinese Exclusion Act, Civil Rights, doubled, family reunification, fastest, immigrants, Immigration, quota, Repealed



# FILIPINO AMERICAN FARMWORKERS

## Event Timeline

BACKGROUND

Credit: Farmworker Movement Documentation Project/ UC San Diego Library



Larry Itliong

From 1900 to 1934, Filipinos began immigrating to California's Central Valley where there was a high demand for field laborers. Another wave of Filipino immigration occurred after the passage of the Immigration Act of 1965 which was brought on by the civil rights movement. Without labor unions though, migrant farmworkers were not protected under existing labor laws. They were forced to live and work under harsh conditions including long hours; low wages; child labor; no pensions and healthcare; crowded living quarters; and non-functioning toilets.



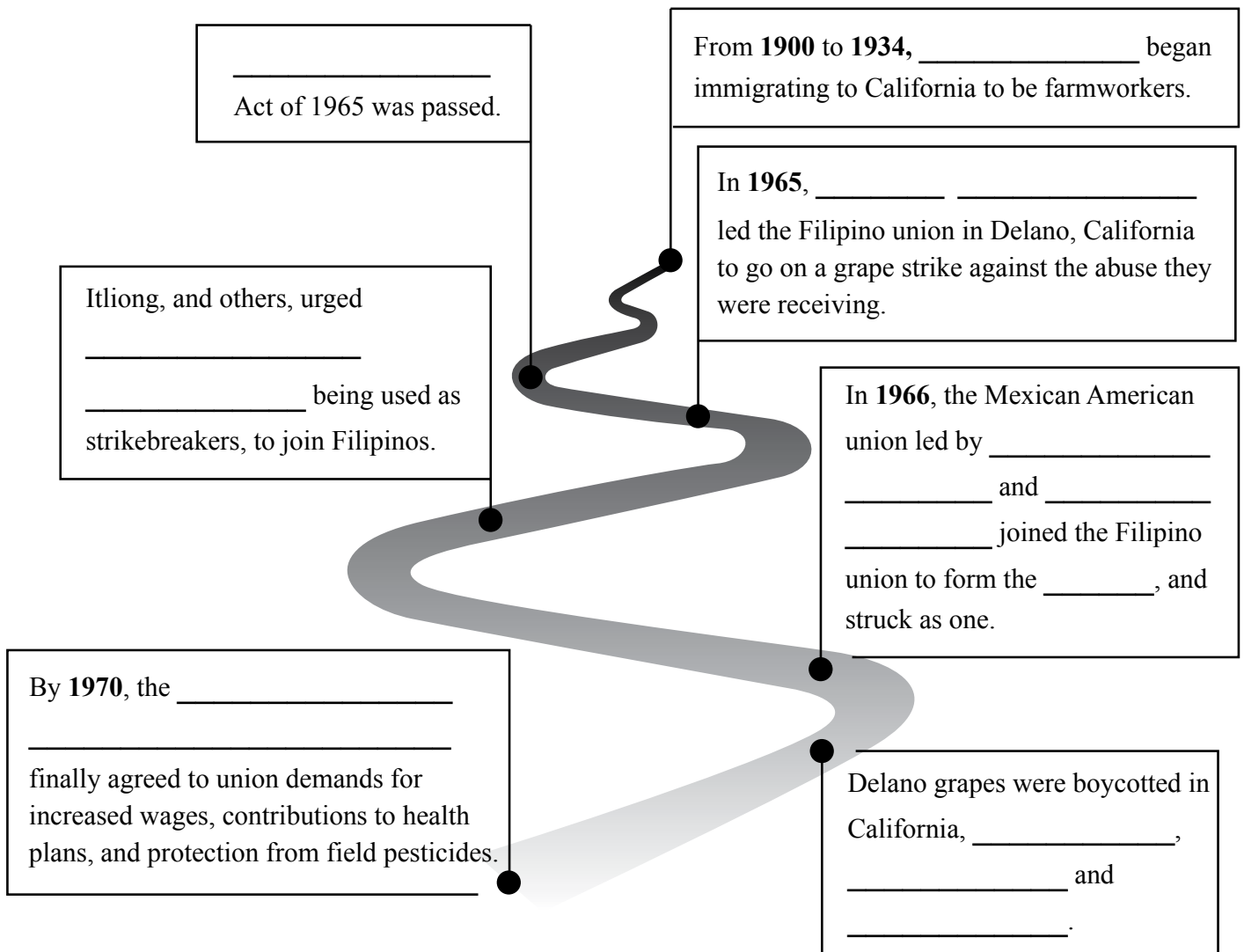
Cesar Chavez

Credit: Library of Congress: https://www.loc.gov/resource/ppmsca-40915/ Photographer: Marion S. Trikosko

In 1965, Larry Itliong, a labor leader and co-founder of the Agricultural Workers Organizing Committee (AWOC), inspired Filipino workers in Delano, California to initiate a grape strike against the abuse they were receiving. Itliong, and others, urged Mexican Americans who were being used as strikebreakers, to join Filipino farmworkers fighting for improved labor/civil rights. In 1966, together with Dolores Huerta and Cesar Chavez, co-founders of the National Farm Workers Association (NFWA), Filipino and Mexican American laborers formed the United Farm Workers (UFW), and struck as one.

Over the course of five years, Delano grapes were boycotted in California, New York, Canada and Europe. By 1970, the major grape growers finally agreed to union demands for increased wages, contributions to health plans, and protection from field pesticides.

FILL IN THE BLANKS



# VIETNAM WAR

## Imagine

INTRODUCTION



**Alex Fabros, Jr.**  
who served in Vietnam

Credit: *Asian Americans*, PBS, 2020

Under French colonial rule since the 19th century, Vietnam was split into the communist North and anti-communist South. Fearing the loss of its Southeast Asia foothold to communist rule, the U.S. in 1955 supported South Vietnam with military training and equipment against the Viet Cong (Vietnamese Communist), thus beginning America's involvement in the Vietnam War—referred to by the Vietnamese as the American War.

By 1967, the number of troops overseas had grown to 500,000, with many young American men, including people of color, drafted into the war. Initial anti-war demonstrations consisted of college students who led teach-ins on campuses and later grew into large marches across the country. The public reporting of massacres of Vietnamese civilians, mostly women and children, by U.S. soldiers in Vietnam added to anti-war sentiments.



**Lily Lee**  
who served in Vietnam

Credit: *Asian Americans*, PBS, 2020

In 1973, due to the strong anti-war climate in the country, President Richard Nixon ordered the withdrawal of American forces from Vietnam. Two years later, North Vietnam defeated South Vietnam on April 30, 1975, officially ending the Vietnam War. It is estimated over 58,000 Americans; 230,000 South Vietnamese; 1 million North Vietnamese; and 2-4 million Vietnamese civilians were killed during the war.

IMAGINE



**Dr. Martin Luther King, Jr.**

Credit: <http://www.mlkonline.net/images.html>

In his speech, *Beyond Vietnam: A Time To Break Silence*, Dr. Martin Luther King, Jr. spoke out against the war and how economic resources should be used for domestic social welfare programs. The U.S. spent between \$111-\$168 billion on the Vietnam War over its 14-year-involvement in the region.

Imagine that this money, as suggested by Dr. King, was spent on social services and welfare programs in the U.S.

How would you spend \$168 billion on social services for your city or neighborhood? (Categories of public housing, food assistance, healthcare, education, unemployment + job training assistance, childcare, parks/libraries, other).

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Explain why you funded the areas that you did. In what ways would this change your city and neighborhood, compared to how it looks and feels now?

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# WE ARE THE CHILDREN\*

## Song

We are the **children of the migrant worker**

We are the **offspring of the concentration camp.**

**Sons and daughters of the railroad builder**

Who leave their stamp on America.

Sing a song for ourselves.

What have we got to lose?

Sing a song for ourselves.

We got the right to choose.

We got the right to choose.

We got the right to choose.

We are the **children of the Chinese waiter,**

**Born and raised in the laundry room.**

We are the **offspring of the Japanese gardener,**

Who leave their stamp on America.

Sing a song for ourselves.

What have we got to lose?

Sing a song for ourselves.

We got the right to choose.

We got the right to choose.

We got the right to choose.

**Foster children of the Pepsi Generation,**

Cowboys and Indians -- ride, red-man, ride!

**Watching war movies** with the next door neighbor,

**Secretly rooting for the other side.**

Sing a song for ourselves.

What have we got to lose?

Sing a song for ourselves.

We got the right to choose.

We got the right to choose.

We got the right to choose.

We are the **cousins of the freedom fighter,**

Brothers and sisters all around the world.

We are a **part of the Third World people**

Who will leave their stamp on America.

Who will leave their stamp on America.

Who will leave our stamp on America.

Who will leave our stamp on America.

America!

By Chris Kando Iijima, Nobuko Miyamoto, Charlie Chin

Listen to the song at <https://www.youtube.com/watch?v=v4Teezq2KE>

\*source for song lyrics is Paredon Records lyric sheet, 1973.

\* Reproduced by permission of Chris Kando Iijima and Nobuko Miyamoto, 2020

# CREATE YOUR OWN SONG

1. What does the chorus mean to you?

**Sing a song for ourselves.**  
**What have we got to lose?**  
**Sing a song for ourselves.**  
**We got the right to choose.**

ACTIVITY

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2. Write your own song of your community by replacing the words underlined and in bold in the song with your own words.

Title:

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Lyrics:

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CREATE YOUR OWN SONG

# KNOW HISTORY, KNOW YOURSELF

## Family Tree

### INTRODUCTION

“If you know history, you know yourself” is the motto of the ROOTS (Restoring Our Original True Selves) program at San Quentin Prison. Their quote represents an example of how Asian American and ethnic studies in the classroom educates and empowers vulnerable communities of color, such as those in the criminal prison system. Students of the ROOTS program learn about the context of mass incarceration and race, along with Asian American history, to promote self-healing and self-knowledge.

### DIRECTION

Fill in the Family Tree focusing on the experiences of your family rather than an individual family member (as is the focus of traditional family trees).

**Roots:** Make a list of events and situations that have affected your family, either your immediate family or your family over many generations.

**Trunk:** Jot down the impact of those events or situations on your family and their response to what they faced.

**Leaves and Fruit:** Write the future you imagine for your family and/or community that addresses the past issues you all have faced.



Graphic by Eunice Ho

# THE PERPETUAL FOREIGNER STEREOTYPE AND HATE CRIMES

## Know Them By Their Names

### BACKGROUND

The use of stereotyping often pits one race or group against another by pushing some to the bottom of the pecking order, and allows certain groups to be taken advantage of. It also prevents people from uniting and advancing together. For Asian Americans, stereotyping is a form of systemic racism, historically stereotyped in the United States through “Yellow Peril” fearmongering as economic and societal threats. They were placed into segregated schools and excluded from immigration and citizenship for over 60 years.

The perpetual foreigner stereotype, which views Asian Americans as foreign no matter how long they have lived in the U.S., or if they were born here, is maintained by institutions, Hollywood media, private and public sectors, and elected public officials. In 1982, Vincent Chin, a Chinese American, became a scapegoat for the decline of the American auto industry in the 1980s, murdered by two unemployed white autoworkers who thought he was Japanese. In 1999, Joseph Ito, a Filipino American, was murdered by an avowed white supremacist for being a person of color. Balbir Singh Sodhi, an Indian American, was the first among many murdered shortly after the September 11, 2001 attacks, because he looked like an Arab Muslim. In 2020, during the COVID-19 pandemic, over two thousand innocent Asian Americans have reported having been scapegoated for being the cause of the coronavirus, facing both verbal and violent assaults. Throughout all of these incidents, Asian Americans have organized in different ways to protest and fight back against these injustices.

### KNOW THEIR NAMES

1. Draw a picture or paste a picture of two hate crime victims you want to remember.
2. Write down each person’s name beneath their picture.
3. Write a note of remembrance.



Credit: Balbir Singh Sodhi, 2008, [https://www.sikhwiki.org/index.php/Balbir\\_Sodhi](https://www.sikhwiki.org/index.php/Balbir_Sodhi)

Balbir Singh Sodhi



Credit: Asian Americans, PBS, 2020

Joseph Ito



Credit: Untold Civil Rights Stories – Asian Americans Speak Out for Justice

Vincent Chin

### NOTE OF REMEMBRANCE

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### NOTE OF REMEMBRANCE

Name: \_\_\_\_\_

\_\_\_\_\_

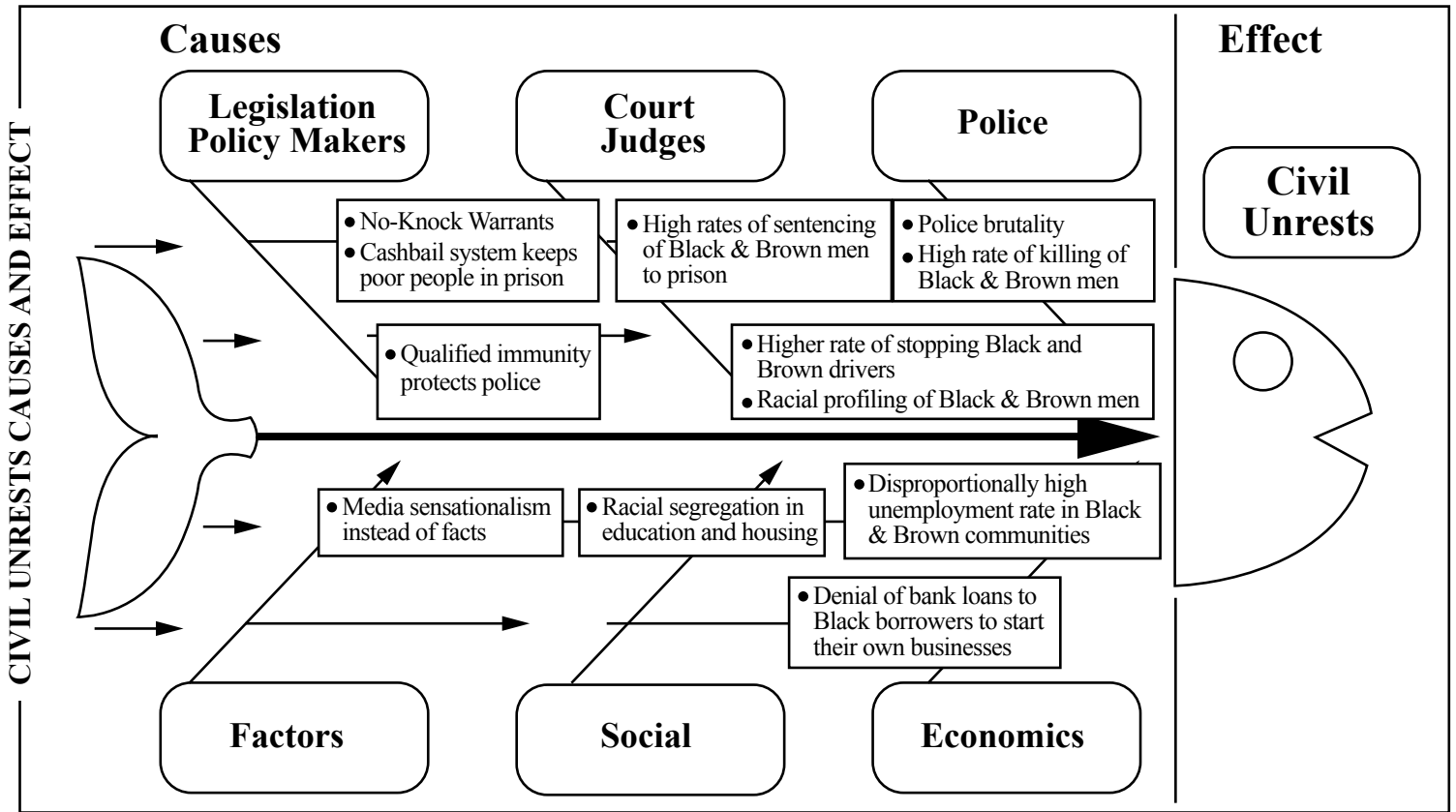
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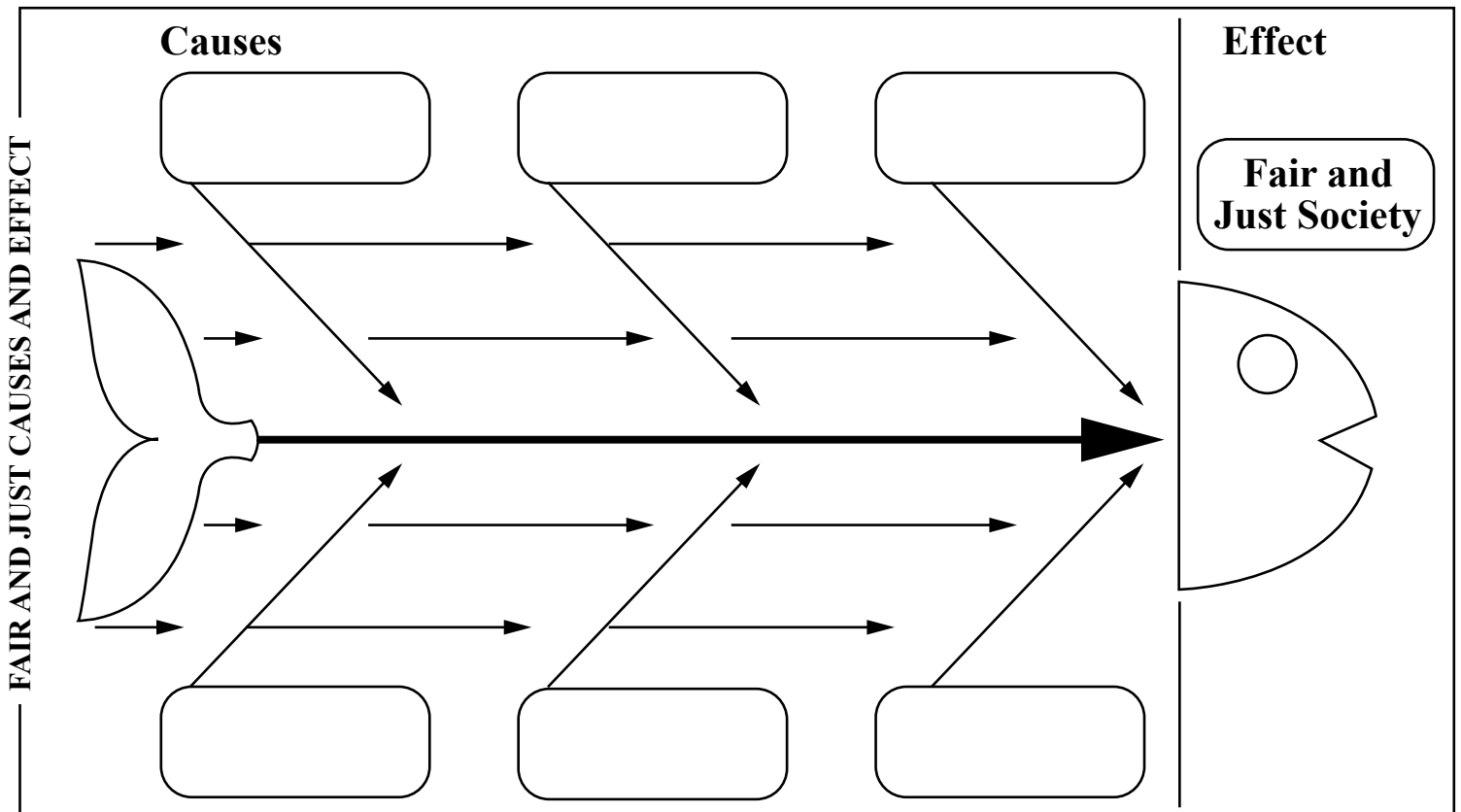
# SYSTEMIC RACISM

## Civil Unrests Causes and Effect



## CAUSES AND EFFECT FISHBONE DIAGRAM\*

Create your own diagram on how to create a Fair and Just Society.



\* Virginia Loh-Hagan, Ed.D, Faculty Director of the APIDA Resource Center, San Diego State University

# DREAMers

## Get to Know Their Stories

INTRODUCTION

Tereza Lee, a Brazilian-born South Korean undocumented immigrant, referred to as the first DREAMer, is the inspiration for the DREAM Act in 2001. Lee, a talented pianist attending high school in Chicago, confided in the school's director that she was undocumented, and did not have the required information to apply to colleges, such as a social security number. Lee and the school's director reached out to their local senator, Dick Durbin, for assistance.

According to the law, Lee would have to leave the country for ten years and apply to return. Durbin felt this was unfair and initially drafted legislation that would assist Lee to attend college and become a U.S. citizen, but realized that there were more students out there like her, leading to the introduction of the DREAM Act.

Variations of the DREAM Act have been introduced in Congress over ten times, and although it has occasionally received bipartisan support, it has never successfully been passed into law. To qualify for the DREAM Act, a person needs to have:

- come to the United States before turning 18 (age 16 in the 2017 DREAM Act proposal);
- lived in the United States for four consecutive years since their arrival;
- received a high school diploma (or equivalent), or admitted to an institution of higher learning; and
- demonstrated good moral character, with a criminal record free of certain select crimes.



Credit: Asian Americans, PBS, 2020

Tereza Lee, the first DREAMer, an undocumented student, was the inspiration for the 2001 DREAM Act, which aimed to create a pathway toward U.S. citizenship for young undocumented immigrants.

GET TO KNOW THEIR STORIES

Get to know the DREAMers at  
<https://www.durbin.senate.gov/issues/immigration-and-the-dream-act/dreamers-stories>

1. Who are the DREAMers? What are their family backgrounds? Where did they grow up?

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2. What are their educational and/or professional backgrounds?

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3. Do you think they will be able to contribute to our country? To advance our country?

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# AMERICAN HEROES

## Stamps\*

Identify and label the names of heroes on the stamps based on the contributions that these individuals have made in Asian American history. Draw or cut and paste two additional heroes you would like to recognize and fill in their contribution in the key facts below.

### NAME LIST:

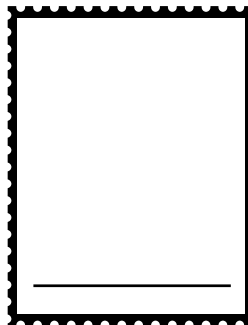
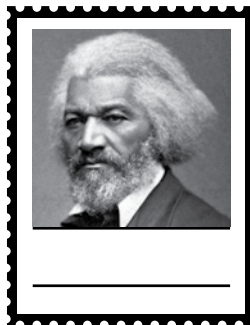
Susan Ahn Cuddy   Bhagat Singh Thind   Frederick Douglass   Lily Chin   Dalip Singh Saund   Edison Uno   Wong Ark Kim

\_\_\_\_\_  
Name Your Own Hero

\_\_\_\_\_  
Name Your Own Hero

KEY FACTS

- ★ Won Supreme Court case that upheld birthright citizenship under the 14th Amendment
- ★ An American enslaved at birth who fought for civil rights and spoke out for the immigration and inclusion of Chinese and other Asians.
- ★ Incarcerated during WWII and released in 1947, two years after end of the war; becomes a leader in the redress movement to hold the government accountable for violating the civil rights of Japanese residents and Japanese Americans during WWII
- ★ The first Asian woman to enlist in the United States Navy and the Navy's first female gunnery officer
- ★ First Sikh to serve in the U.S. Army. Fought in WWI in 1918. Fought for United States citizenship (United States v. Bhagat Singh Thind) in 1923.
- ★ She is the mother of Vincent Chin, a Chinese American murdered in a hate crime by two white men. Organizing with Asian American activists, she demanded that federal hate crime charges be brought against her son's killers.
- ★ The first Asian to be elected to Congress, representing the 29th District of California, from 1956 to 1963. He was an inspiration to other future Asian American elected public officials who could build on his political success.
- ★
- ★



\*Credits: Asian Americans. PBS, 2020. Frederick Douglass, 1879, <https://catalog.archives.gov/id/558770>. Bhagat Singh Thind in his U.S. Army Uniform, 1918, via Wikimedia Commons

# OUR HISTORY, OUR FUTURE

## Create Your Stickers

### BACKGROUND

“Let’s make the leap from protest to policy change,” says civil rights leader Stewart Kwoh. Asian American history in the United States is an integral part of American history. Since the day Asian immigrants arrived in America, they have contributed greatly in shaping the way the country is today. From labor activism to fighting for school integration and citizenship rights in the courts, Asian Americans have faced adversity and opportunities to create roots in the U.S. By building coalitions together with all groups, Asian Americans have been a part of historical achievements including the Civil Rights Act of 1964, Immigration and Nationality Act of 1965, and Title IX.

Today, as one of the fastest-growing minority populations, Asian Americans have a choice to make on how they will make positive and effective changes to enhance the future of the United States. According to scholar/author Viet Thanh Nguyen, “Asian Americans have choices to make. They can dwell on their own victimization.... Or they seek to transform the system into something more just, more equitable for everyone. That’s the hope of activism, that’s the hope of solidarity. That’s the hope of alliance, that’s the hope and the conviction from which something like the Asian American movement was born.”

### STICKER COMPETITION

- Submit a sketch or final graphic for a sticker featuring your own slogan, or one of the suggested slogans below.
- The winning stickers will be printed and distributed.
- Submit your drawing by the last day of Asian American Pacific Islander Heritage Month in May.



For submission details, please visit [AdvancingJustice-LA.org/LessonPlans](http://AdvancingJustice-LA.org/LessonPlans) and select **Teaching Kit**.

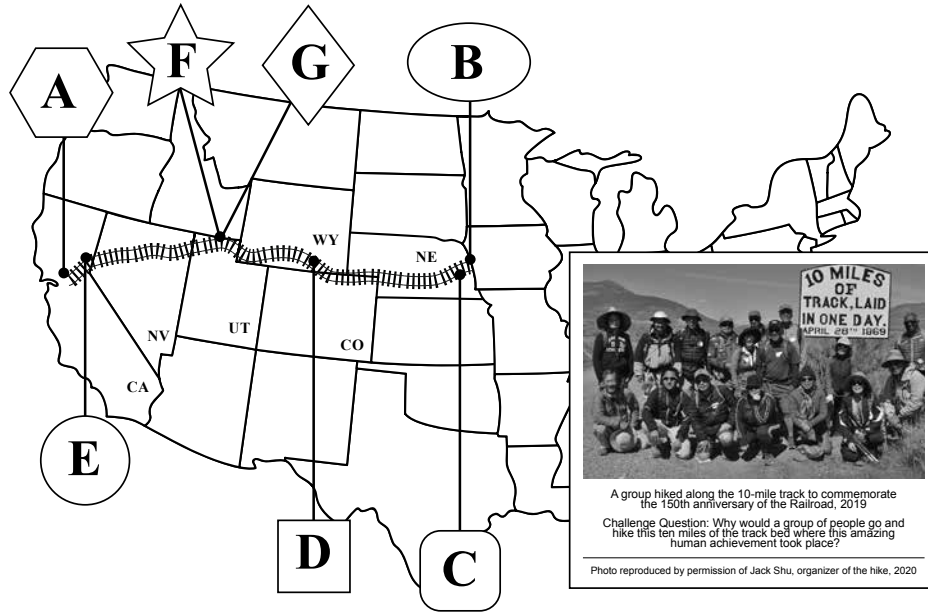
### SUGGESTED SLOGANS

- **Know History, Know Yourself**
- **Be Proud of Your Heritage**
- **Women Hold up Half the Sky**
- **Generation Rising**
- **Rise Up!!!**
- **Ethnic Studies Now!!!**
- **Affirmative Action Now!!!**
- **Asian Americans for Affirmative Action**
- **Hate is Not Cool**
- **Be an Anti-Racist**
- **Asian Americans for Black Lives**
- **My Voice, Our Future**
- **Make a Leap to Policy Change**
- **Vote**
- **No Longer A Melting Pot**  
(refers to our unique identities in America vs. a general blend of various cultures)
- **America: More Than Just A Rainbow**  
(refers to more than a set number of colors)

### YOUR DESIGN(S)

# ANSWER KEY

Page 4



Page 5

1830s	Chinese sailors and peddlers visit <b>NEW YORK</b> .
1841	<b>GOLD</b> is discovered in California. Immigrants from all over the world, including the Chinese come to California to mine for gold.
1852	The Foreign Miner's Tax forces foreigners, including the Chinese, out of the gold fields.
1865	The Central Pacific Railroad recruits <b>CHINESE</b> laborers to build the Transcontinental <b>RAILROAD</b> .
1870s	The U.S. experiences an economic downturn which forces many American laborers out of work. Anti-Asian and anti-Chinese sentiments increase, as they are blamed for joblessness and low wages. Anti-Chinese ordinances are passed to discriminate against the Chinese: <ul style="list-style-type: none"> <li>• Cubic Air Ordinance (1870), required 500 cubic feet of air per occupant in a room</li> <li>• Sidewalk Ordinance of 1870, banned carrying of groceries and laundry with a pole</li> <li>• Queue Ordinance of 1873, outlawed long braids worn by men</li> </ul>
1871	Anti-Chinese violence breaks out in <b>LOS ANGELES</b> and other cities.
1882	Congress passes the <b>CHINESE EXCLUSION ACT</b> , this is the first law to restrict immigration based on race. Chinese laborers are not allowed, but teachers, students, merchants, government officials, visitors and citizens are still allowed entry into the country.  Chinese immigrants are also declared ineligible for citizenship. Later in 1924, the act is amended to prevent all Chinese nationals and citizens of other Asian nations from entering the U.S.
1898	Courts rule in Wong Kim Ark v. U.S. that anyone born in the U.S. is a <b>CITIZEN</b> .
1906	The San Francisco <b>EARTHQUAKE</b> and fire destroys all municipal records, including those pertaining to birth and <b>CITIZENSHIP</b> records.
1910	<b>ANGELS ISLAND</b> Immigration Station opens its doors to process potential Asian <b>IMMIGRANTS</b> .
1940	Angel Island Immigration Station burns to the ground and <b>CLOSES</b> .
1943	Congress <b>REPEALS</b> the Chinese Exclusion Act.

# ANSWER KEY

KEY FACTS



Answer: Frederick Douglass

Q: Gave “The Composite Nation” speech in 1869 in advocating for a multi-racial America, and against the exclusion of Chinese and other Asians.



Answer: 1882

Q: The year the Chinese Exclusion Act was passed.



Answer: 39,579

Q: The number of Chinese people who entered the U.S. in 1882.\*



Answer: 10

Q: The number of legally admitted Chinese people, five years after the Exclusion Act.\*



Answer: 1907 to 1934

Q: The years other laws and rules were passed to exclude other Asian groups including Japanese, Koreans and Filipinos from immigration.\*



Answer: Judy Chu

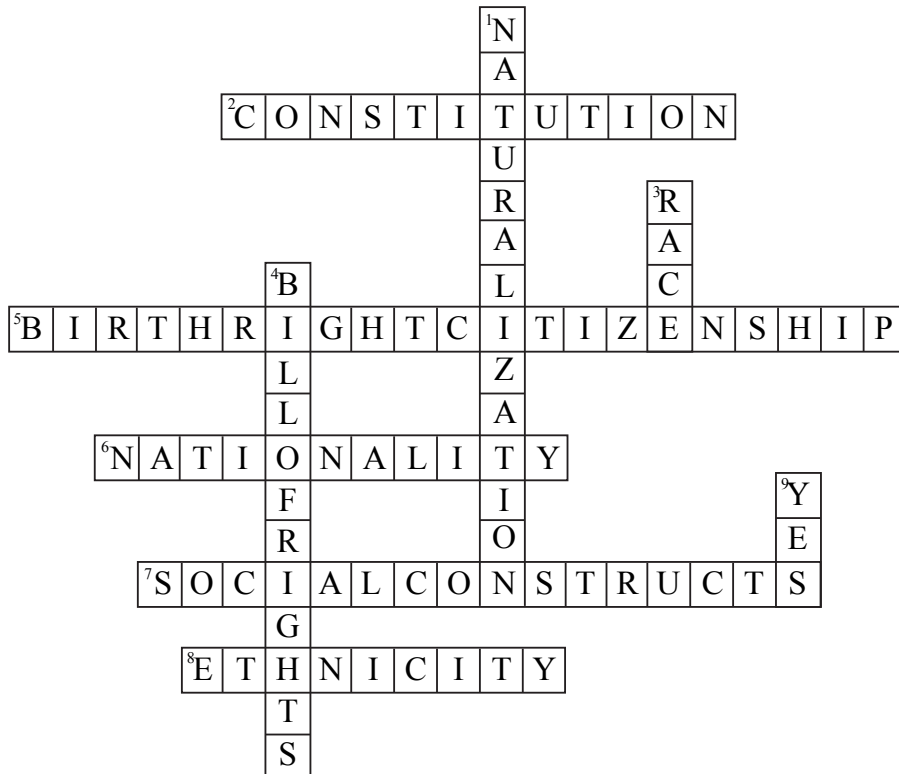
Q: Authored House Resolution 683 that formally expresses the regret of the House of Representatives for the Chinese Exclusion Act of 1882 and other legislation that

## UNDER THE AMENDMENT

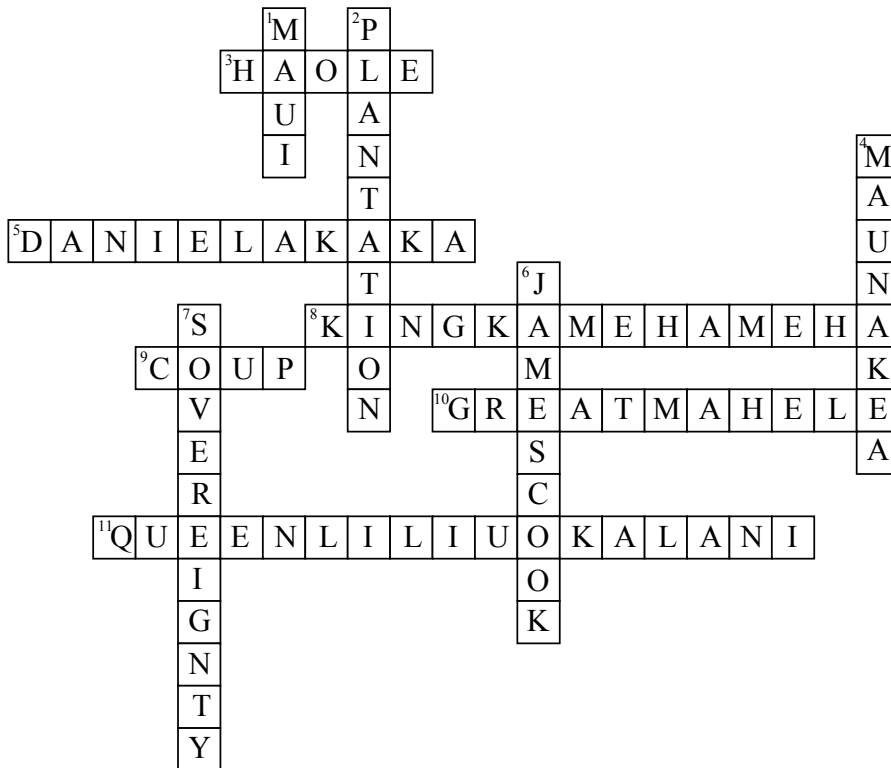
- |  |  |
|--|--|
| <p>1<sup>st</sup>- Freedom of speech, the press, religion, assembly and petition</p> <p>4<sup>th</sup>- Freedom from unreasonable and unlawful search and seizure of property</p> <p>5<sup>th</sup>- Prohibits a person from answering for a crime, without legal procedure. Persons cannot be denied due process of law</p> <p>6<sup>th</sup>- Right to a lawyer</p> <p>8<sup>th</sup>- Right to reasonable bail and freedom from cruel and unusual punishment</p> <p>13<sup>th</sup>- Freedom from slavery and involuntary servitude</p> <p>14<sup>th</sup>- Right to equal protection</p> <p>15<sup>th</sup>- Right to vote</p> | <ul style="list-style-type: none"> <li>• Japanese Americans’ homes were searched without warrants and their property confiscated.</li> <li>• Loss of Property: They were also not given any legal protections or mechanisms to prevent their loss of property, which was taken away or claimed by other individuals when they were rounded up and sent to camps</li> <li>• Young children were incarcerated.</li> <li>• Newspapers were censored in the camps, and public meetings were required to use English.</li> <li>• Japanese Americans and Aleuts were incarcerated based on their ethnicity rather than legitimate suspicion of criminal activity.</li> <li>• Many Japanese Americans were coerced into providing agricultural labor at the camps and even threatened with \$20/month fines if they did not comply.</li> <li>• Practicing Shintoism was banned and Buddhism was significantly restricted while Christianity was instead promoted.</li> <li>• The conditions of the camps were extremely poor. They had inadequate food, heating during the winter, and medical care.</li> <li>• By being singled out based on their race and ethnicity, they were not given equal protection and were deprived of their liberty.</li> <li>• Those who were U.S. citizens were not provided the opportunity for absentee voting.</li> <li>• Aleut homes were burnt to the ground.</li> <li>• Those who expressed and demanded redress in the camps were sent to isolation camps with harsher conditions.</li> <li>• Incarceration: They were not given trials prior to incarceration, and once incarcerated, they were not provided a legal process or legal remedy to end their incarceration.</li> <li>• They were denied the ability to get lawyers and challenge their incarceration.</li> </ul> |
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# ANSWER KEY

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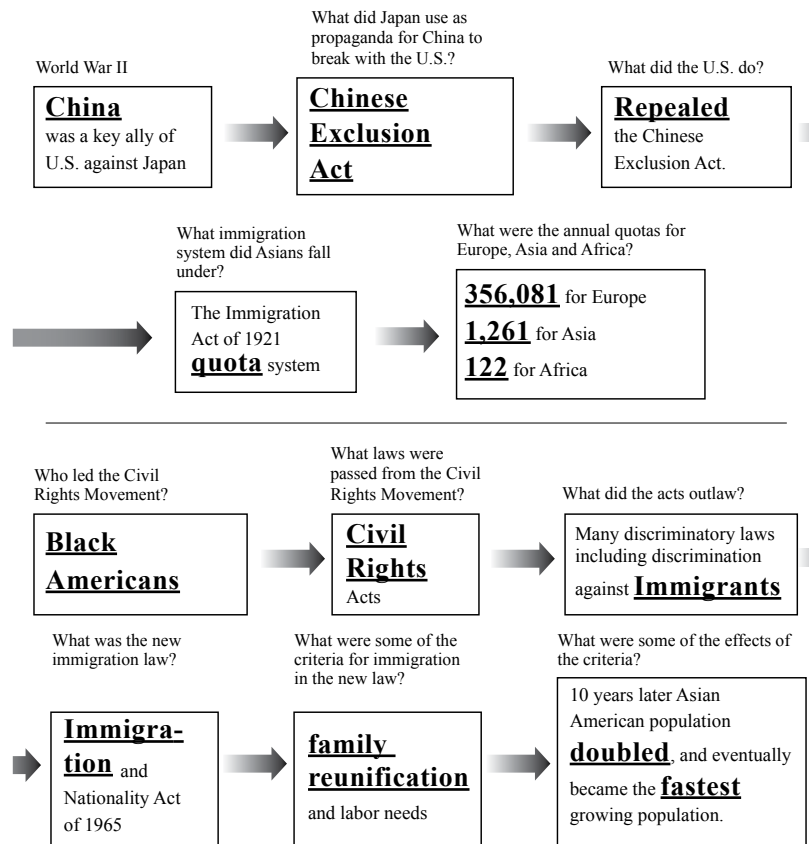


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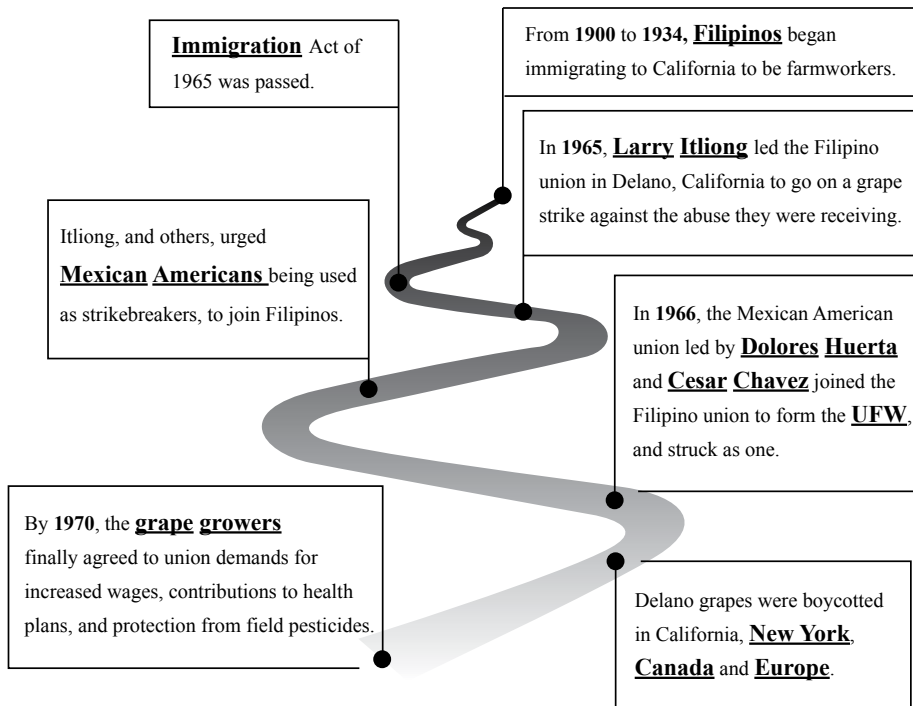


# ANSWER KEY

## Page 14



## Page 15



# NOTES

# OUR HISTORY, OUR FUTURE

The history of Asian Americans in the United States is an integral part of American history. Since their arrival as far back as the 1800s, Asian immigrants have contributed and shaped the way the country is today. From labor activism to fighting for school integration and citizenship rights in the courts, and against model minority and perpetual foreigner stereotypes, Asian Americans have faced adversity and fought for opportunities to create roots in the U.S. By building coalitions with other minority groups, Asian Americans have been a part of historical achievements including the Civil Rights Act of 1964, Immigration and Nationality Act of 1965, and Title IX. Today, as one of the fastest-growing population groups, Asian Americans have choices to make on how they will make further positive and effective changes towards a better future for the United States, together with all Americans.