

*5th Grade*

*Breaking the Silence : Asian American History in Georgia*

***In what ways have Asian Americans contributed to my state?***



“People hold placards during a vigil at a makeshift memorial outside the Gold Spa following the deadly shootings in Atlanta, Georgia, U.S. March 21, 2021.” Reuters/Shannon Stapleton (<https://www.reuters.com/article/us-crime-georgia-spas/atlanta-shooting-of-asian-women-was-racially-motivated-u-s-senator-says-idUSKBN2BD0LW>)

**Supporting Questions**

1. What drew Asian Americans to Georgia?
2. What Asian American contributions are the most visible to us?
3. What challenges do/have Asian Americans face(d) in our state?
4. How do we make the history and contributions of Asian Americans more visible in our state?

## 5th Grade

### *Breaking The Silence: Asian American History in Georgia*

#### ***In what ways have Asian Americans contributed to my state?***

Georgia Social Studies Standards of Excellence: Content Knowledge and Understandings

**SS5H1 Describe how life changed in America at the turn of the century.**

- d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

Georgia Social Studies Standards of Excellence: Information Processing Skills

Students will continue to apply and improve mastered skills:

- compare similarities and differences
- organize items chronologically
- identify and use primary and secondary sources
- interpret timelines, charts, and tables

Students will achieve mastery, the ability to use the skill in all situations:

- identify issues and/or problems and alternative solutions
- analyze artifacts

**Standards and Content**

Students will develop that skill using the appropriate content

- interpret political cartoons

College, Career, and Civic Life (C3) Framework for Social Studies Standards

D3.3.3-5: Identify evidence that draws information from multiple sources in response to compelling questions.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself.

Learning for Justice Standards

Diversity 8 (DI.3-5.8) - I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Justice 12 (JU.3-5.12) - I know when people are treated unfairly, and I can give examples of prejudice

	<p>words, pictures and rules.</p> <p>Justice 15 (JU.3-5.15) - I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</p> <p>Action 17 (AC.3-5.17) - I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.</p> <p>Action 20 (AC.3-5.20) - I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>
<p><b>Staging the Compelling Question</b></p>	<p>Students will analyze a primary source postcard of the Augusta Canal from the Library of Congress. They will complete a See, Think, Wonder (Visual Discovery) as a whole class with the postcard. Afterwards, in small groups, students will compare and contrast the Augusta Canal with other canals that they have studied (e.g., Grand Canal in China, Erie Canal in New York, Suez Canal in Egypt, and various canals in Italy) using a Venn Diagram. The teacher will bring particular attention to the labor involved in creating canals in these locations. Introduce the compelling question, <i>"In what ways did Asian Americans contribute to my state?"</i></p>

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<p>What drew Asian Americans to Georgia?</p>	<p>What Asian American contributions are the most visible to us? Why are some Asian American contributions more visible than others?</p>	<p>What challenges do/have Asian Americans face(d) in our state?</p>	<p>How do we make the history and contributions of Asian Americans more visible in our state?</p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p>Write a letter to the editor of a local newspaper (in the past) describing the Augusta Canal contributions of Chinese Americans that settled in the South (Augusta, Georgia).</p>	<p>Complete a graphic organizer that describes the visible and invisible contributions of Chinese Americans in the Augusta, Georgia community in the past and today.</p>	<p>Write a paragraph that describes the differing (and shared) challenges that Asian Americans and elementary students face.</p>	<p>Create a poster with words and images that describes what elementary students can do to make the history and contributions of Asian Americans more visible.</p>
<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>
<p><b>Source A:</b> <a href="#">Portion of a Video from the Augusta Canal National Heritage Area</a></p> <p><b>Source B:</b> <a href="#">Map of the Augusta Canal National Heritage Area</a></p>	<p><b>Source A:</b> <a href="#">Primary source image (1927) of the Founders of the CCBA of Augusta, Georgia</a></p> <p><b>Source B:</b> <a href="#">Primary source image (1935) of CCBA members in Augusta, Georgia's bicentennial</a></p>	<p><b>Source A:</b> <a href="#">Primary source image (2021) of a makeshift memorial outside Gold Spa in Atlanta, Georgia</a></p> <p><b>Source B:</b> <a href="#">Definition of a "hate crime" from the Federal Bureau of</a></p>	<p><b>Source A:</b> <a href="#">Primary source image (2021) of Atlanta Korean American Committee against Asian Hate Crimes members</a></p> <p><b>Source B:</b> <a href="#">Event flier from the Augusta CCBA and the Lucy Craft Laney Museum</a></p>

<p><b>Source C:</b> <a href="#">Primary source political cartoon (1869)</a></p> <p><b>Source D:</b> <a href="#">Primary source written text from the Augusta Chronicle newspaper (1886)</a></p> <p><b>Source E:</b> <a href="#">Primary source written text from the United States Bureau of the Census (1914)</a></p> <p><b>Source F:</b> <a href="#">Timeline from the Chinese Consolidated Benevolent Association (CCBA) of Augusta, Georgia</a></p>	<p><a href="#">parade</a></p> <p><b>Source C:</b> <a href="#">Primary source image (n.d.) of a Chinese American owned and operated grocery store in Augusta, Georgia</a></p> <p><b>Source D:</b> <a href="#">Primary source image (n.d.) of a Chinese American owned and operated laundry in Augusta, Georgia</a></p> <p><b>Source E:</b> <a href="#">Virtual tour of the Augusta Canal in Augusta, Georgia</a></p>	<p><a href="#">Investigation (FBI)</a></p> <p><b>Source C:</b> <a href="#">Data from the National Center for Education Statistics on students' reports of hate-related words and hate-related graffiti</a></p> <p><b>Source D:</b> <a href="#">Video of Oregon City Public School elementary students reading Amanda Gorman's Change Sings</a></p> <p><b>Source E:</b> <a href="#">No Place for Hate Pledge from the Anti-Defamation League</a></p>	<p><a href="#">of Black History (2022)</a></p> <p><b>Source C:</b> <a href="#">Laney-Walker Heritage walking tour flier (2022)</a></p> <p><b>Source D:</b> <a href="#">Collection of oral histories from the Augusta Chinese American Oral History Project (2011)</a></p> <p><b>Source E:</b> <a href="#">Website detailing the ways in which individuals can support the Asian American community in Georgia (2020)</a></p>
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<p><b>Summative Performance Task</b></p>	<p><b>ARGUMENT:</b> <i>In what ways have Asian Americans contributed to my state?</i> Construct an argument (e.g., opinion written response for a present-day local newspaper, persuasive letter to a present-day education or government stakeholder, poster) that evaluates the need to study the history and contributions of Asian Americans in our state using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p><b>EXTENSION.</b> Students will record a video to teach the public about the need to study the history and contributions of Asian Americans in our state using specific claims and relevant evidence from sources while acknowledging competing views. Students will highlight the history and contributions of diverse groups of Asian Americans in which they highlight the place-based information that they have learned throughout the inquiry.</p>
<p><b>Taking Informed Action</b></p>	<p><b>UNDERSTAND :</b> Research the contributions of Asian Americans in their home community.</p> <p><b>ASSESS :</b> Develop a set of oral history interview questions to explore a particular topic of interest in their home community.</p> <p><b>ACT :</b> Conduct, record, and summarize an oral history interview with a community member.</p>

*\*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

## Overview

### Inquiry Description

This critical inquiry leads students through an exploration of Asian Americans' experiences in Georgia. By investigating the compelling question, *"In what ways have Asian Americans contributed to my state?"*, elementary students focus on the stories of struggle, strength, and successes of past and present Asian Americans. The supporting questions guide students to write a letter of what brought Asian Americans to their state, examine Asian American contributions past and present, explore historical acts of resilience, and consider contemporary challenges Asian Americans face. In answering the compelling question and taking informed action, students are challenged to make the history and contributions of diverse groups of Asian Americans more visible.

This inquiry highlights the following additional standards:

It is important to note that this inquiry requires prerequisite knowledge of canals (e.g., Grand Canal in China, Erie Canal in New York, Suez Canal in Egypt, and various canals in Italy). In particular, students study the Panama Canal in Georgia in the 5th grade.

- **SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.**
  - d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).
- **SS5H1 Describe how life changed in America at the turn of the century.**
  - c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.

These standards are highlighted in order to bring attention to the other ways in which Asian American history is taught in Georgia in the 5th grade.

#### **SS5H4 Explain America's involvement in World War II.**

- a. Describe German aggression in Europe and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

#### **SS5H5 Discuss the origins and consequences of the Cold War.**

- b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

#### **SS5G1 Locate important places in the United States.**

- a. Locate important man-made places; including Pearl Harbor, HI

Note: This inquiry is expected to take roughly **eight** 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

The supporting questions guide students to write a letter of what brought Asian Americans to their state, examine Asian American contributions past and present, explore historical acts of resilience, and consider contemporary challenges Asian Americans face.

Note: The Augusta Canal was chosen to highlight a case in Georgia where there are clear stories of struggle, strength, and successes of past and present Asian Americans. If you teach in another region of Georgia, feel free to adapt the featured sources to local ones that more thoroughly meet your place-based needs and to increase the relevancy of the inquiry for your students. These adjustments would especially need to be made with Featured Sources 1 (to accompany Supporting Question 1 and Formative Performance Task 1) and Featured Sources 2 (to accompany Supporting Question 2 and Formative Performance Task 2).

For teachers' reading (to support purpose for this particular inquiry in the classroom):

“Personally, as an Asian American, I see the danger that my children will never feel like they're part of this country, no matter how long they're here. Secondly, history is interconnected — and it's interwoven. When I study Asian American history, I understand my Black community neighbors, I understand my Indigenous neighbors, I understand my Latinx neighbors, I understand everybody more because we see how everything is connected. Once I learn history, I can see, oh, that's how it's related. And that's why it matters to me. It has to be personal” (Weonhee Shin, Georgia Asian American Coalition For Equitable Education organizer and mother with three children in Georgia's public schools, 2021).

From *Requiring Asian American History in Schools : A Win in Illinois, Challenge in Georgia* (2021).

<https://www.wbur.org/hereandnow/2021/08/05/asian-american-history-education>

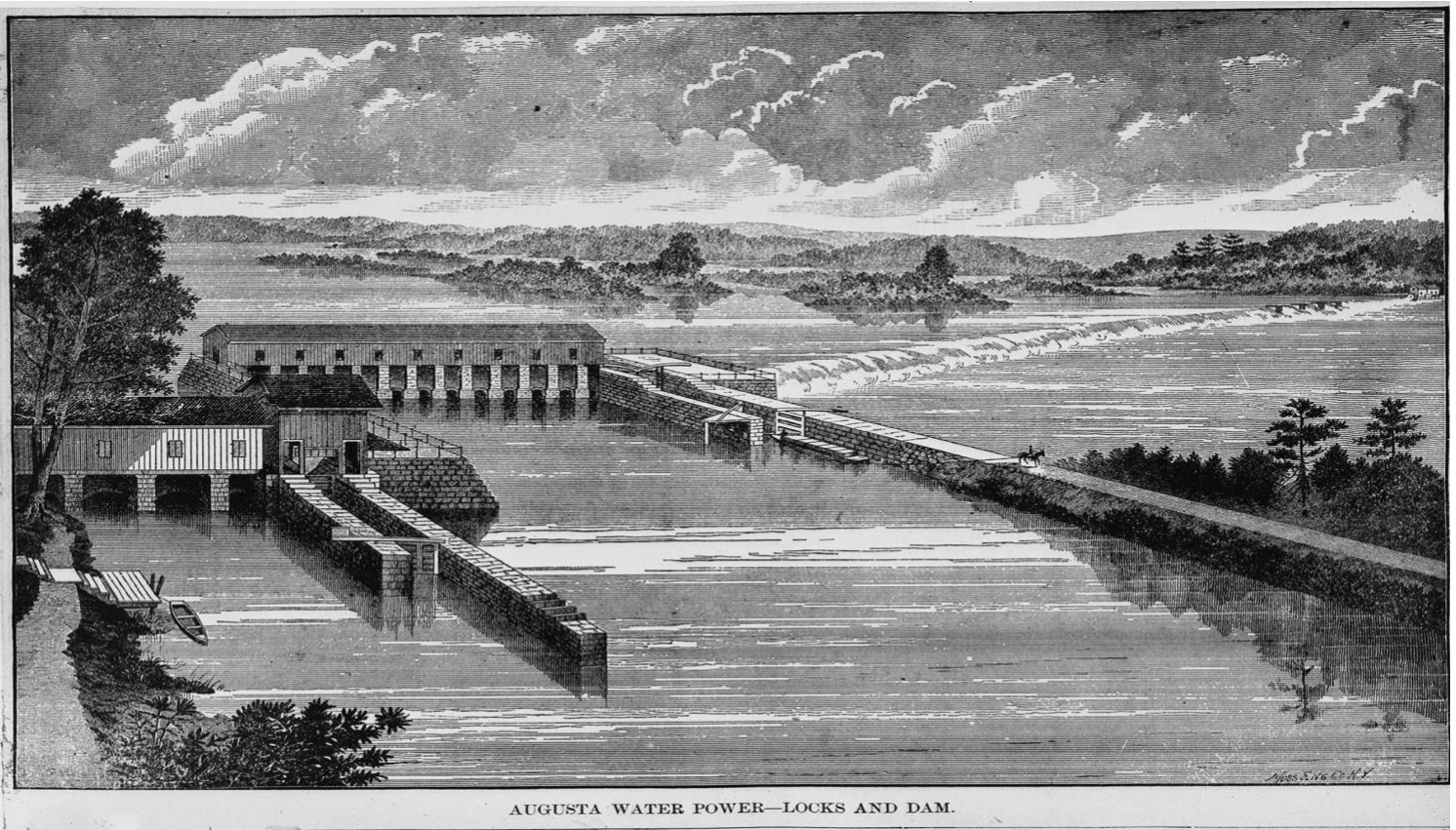
## Structure of the Inquiry

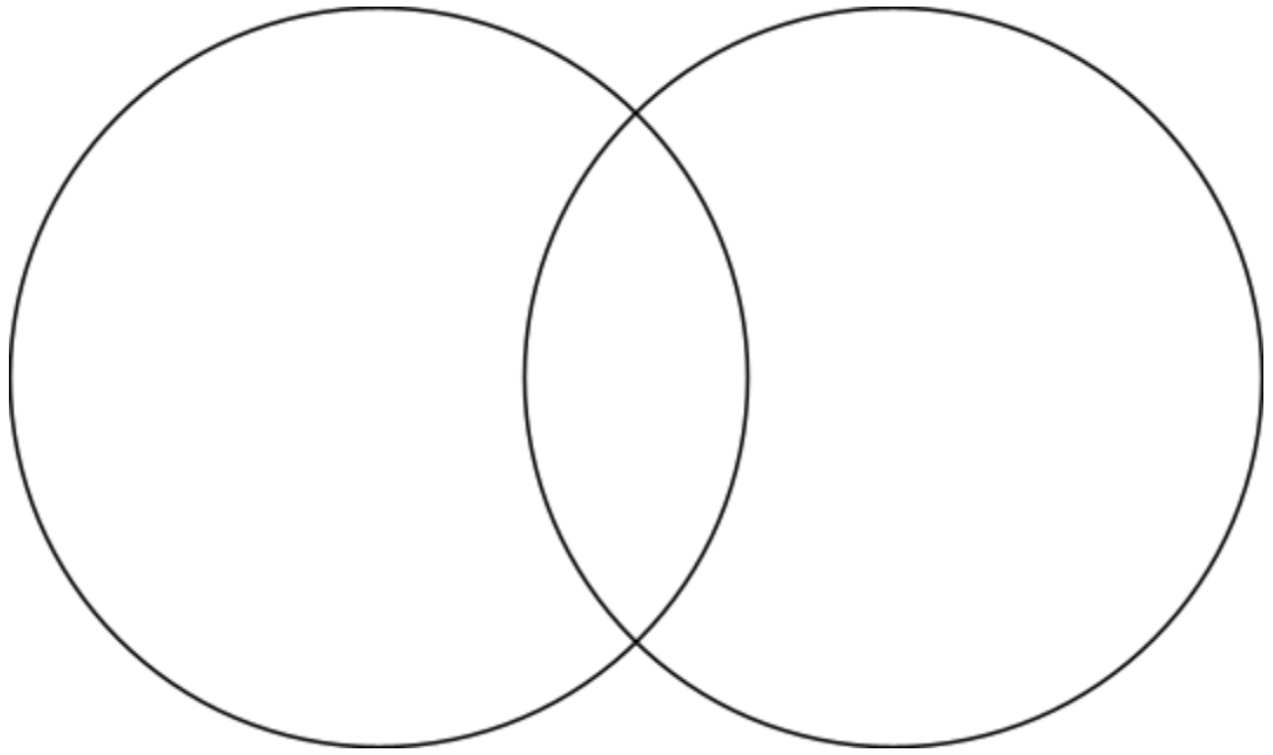
In order to address the compelling question - “***In what ways did Asian Americans contribute to my state?***,” - students will work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

## Staging the Compelling Question

In staging the compelling question, *“In what ways did Asian Americans contribute to my state?”*, review the term, canal, with students (<https://kids.britannica.com/kids/article/canal/352905>). Address background knowledge and experiences related to the Panama Canal that students learned during SS5E1d and SS5H1c. When teaching the Panama Canal (prior to this IDM), make sure that students are aware of other canals around the world such as the Grand Canal in China, Erie Canal in New York, Suez Canal in Egypt, and various canals in Italy. Next, students will analyze a primary source postcard of the Augusta Canal from the Library of Congress. They will complete a See, Think, Wonder (Visual Discovery) as a whole class with the postcard. Please allow students to consider why some contributions are more visible than others. The canal is visible; however, the Chinese labor that went into it is not visible. If time allows, infer the intended audience and purpose of a historical source from information within the source itself (D2.His.11.3-5). Afterwards, in small groups, students will compare and contrast the Augusta Canal with other canals that they have studied in the past (e.g., Grand Canal in China, Erie Canal in New York, Suez Canal in Egypt, and various canals in Italy) using a Venn Diagram. The teacher will bring particular attention to the human labor involved in creating canals in these locations.

- Historic American Engineering Record, C., Augusta Canal Company, John A Green & Company, Cumming, H. H., Holley, B., Olmstead, C. A. [...] Spude, R. L. (1968) Augusta Canal, Augusta, Richmond County, GA. Richmond County Georgia Augusta, 1968. Documentation Compiled After. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/resource/hhh.ga0278.photos/?sp=45&st=image>.







## Supporting Question 1

The first supporting question - *“What drew Asian Americans to Georgia?”* - provides students with the opportunity to write a letter to the editor of a local newspaper (in the past) describing the Augusta Canal contributions of Chinese Americans that settled in the South (Augusta, GA). This supporting question will allow students to learn more about other people’s lives and experiences, and know how to ask questions respectfully and listen carefully and non-judgmentally (Diversity 8 [DI.3-5.]). They will also be able to identify when people are treated unfairly, and will be able to give examples of prejudiced words, pictures and rules (Justice 12 [JU.3-5.12]). First, make sure that students have a common definition of contribution: something that you contribute or do to help produce or achieve something together with other people, or to help make something successful (<https://dictionary.cambridge.org/us/dictionary/english/contribution>). Next, play the video from the Augusta Canal National Heritage Area (**Source A**) from 6:45 to 7:35. During this portion of the video, students will be introduced to Chinese Americans’ contributions (i.e., laboring at the Augusta Canal to enlarge it). Teachers should utilize the map of the Augusta Canal National Heritage Area (**Source B**) as a scaffold to support students’ geographical understanding of physical features mentioned in the video (e.g., Savannah River, Lake Olmstead). After this, the teacher should contextualize the social climate in which Chinese Americans were laboring in - both nationally and locally. **Source C** is a political cartoon (1869) that highlights national sentiments surrounding Asian American immigration and labor. The political cartoon states, “Cheap labor wanted in the cotton fields South.” With the end of enslavement in 1865, cheap labor in the South was threatened. This led white cotton plantation owners in Southern states to recruit Chinese American laborers to work in the cotton fields and other labor intensive roles such as enlarging the Augusta Canal (i.e., who previously labored on the transcontinental railroad until 1869). **Source D** is a primary source written text from the Augusta Chronicle newspaper (1886). Due to objections (i.e., from the largely white local Augusta residents) in bringing Chinese American laborers into the community, Augusta recruiters issued a statement of reassurance: “Augusta emphatically denies that ‘the Chinese population in that city runs into the hundreds,’ or that they are ‘running the white traders from the town.’ The Chronicle says there are not more than thirty Chinamen there.” **Source E** is a primary source written text from the United States Bureau of the Census (1914) showcasing the actual population of Chinese and Japanese Americans in Georgia during the following years: 1880, 1890, 1900, and 1910. The teachers should lead a discussion about how these three sources (**C, D, and E**) are in conversation with one another. Referencing a scaffold like Stanford History Education Group’s (SHEG) Historical Thinking Chart (HTC; <https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf>) would be helpful if students have prior experiences with the HTC. Lastly, **Source F** is a timeline from the Chinese Consolidated Benevolent Association (CCBA) of Augusta, Georgia to highlight their involvement in the community from 1873 to present-day. The timeline should serve as a scaffold while students are answering the first supporting question - “What drew Asian Americans to Georgia?” through writing a letter to the editor of a local newspaper (formative performance task) describing the Augusta Canal contributions of Chinese Americans that immigrated from the North to the South (Augusta, GA).

- **Featured Source A** is ...a portion of a video from the Augusta Canal National Heritage Area ([https://www.youtube.com/watch?v=R\\_K07MabXtg](https://www.youtube.com/watch?v=R_K07MabXtg)). Play the video from 6:45 to 7:35.

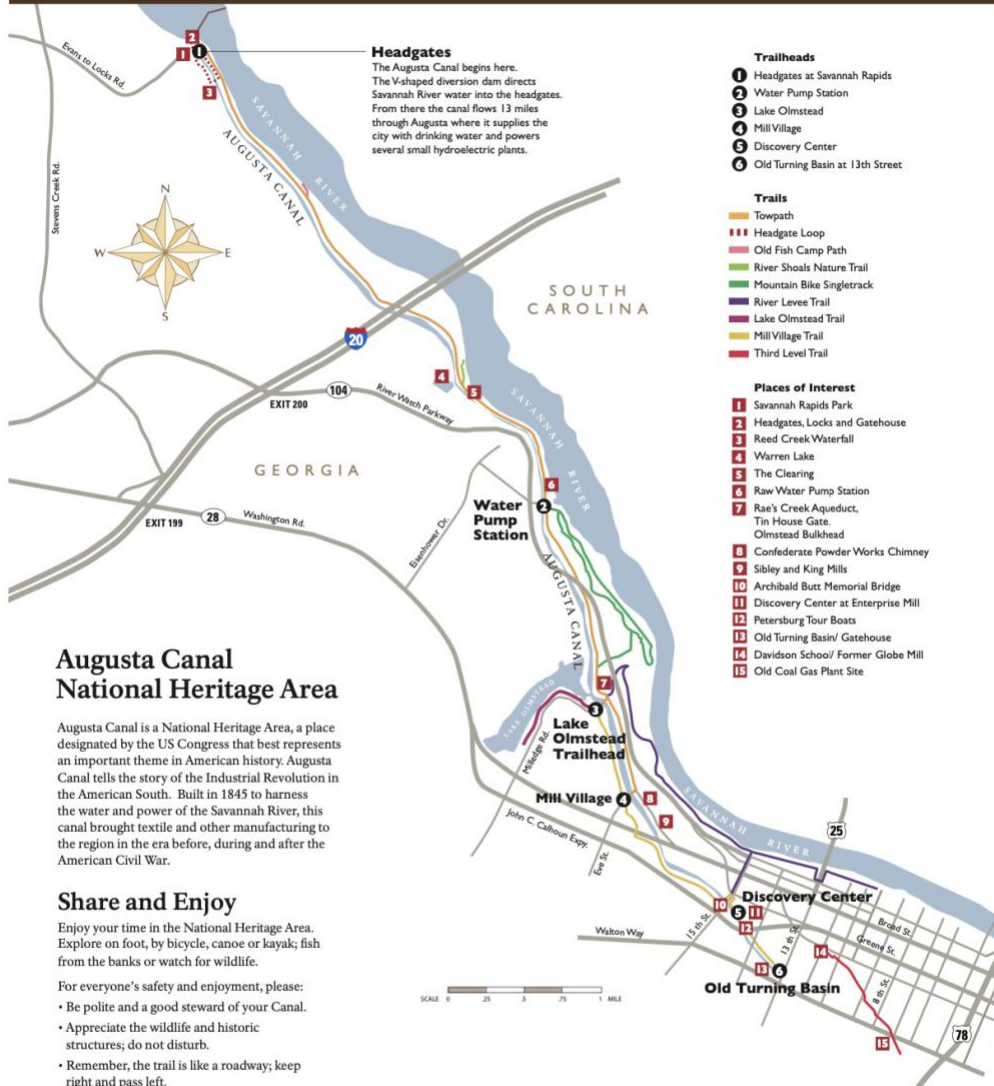


- **Featured Source B** is ...a map of the Augusta Canal National Heritage Area (<https://augustacanal.com/download/Map%20Handouts%2011%20x%2017.pdf>).



# AUGUSTA CANAL

## NATIONAL HERITAGE AREA



**Headgates**  
The Augusta Canal begins here. The V-shaped diversion dam directs Savannah River water into the headgates. From there the canal flows 13 miles through Augusta where it supplies the city with drinking water and powers several small hydroelectric plants.

- Trailheads**
- 1 Headgates at Savannah Rapids
  - 2 Water Pump Station
  - 3 Lake Olmstead
  - 4 Mill Village
  - 5 Discovery Center
  - 6 Old Turning Basin at 13th Street

- Trails**
- Towpath
  - Headgate Loop
  - Old Fish Camp Path
  - River Shoals Nature Trail
  - Mountain Bike Singletrack
  - River Levee Trail
  - Lake Olmstead Trail
  - Mill Village Trail
  - Third Level Trail

- Places of Interest**
- 1 Savannah Rapids Park
  - 2 Headgates, Locks and Gatehouse
  - 3 Reed Creek Waterfall
  - 4 Warren Lake
  - 5 The Clearing
  - 6 Raw Water Pump Station
  - 7 Rae's Creek Aqueduct, Tin House Gate, Olmstead Bulkhead
  - 8 Confederate Powder-Works Chimney
  - 9 Sibley and King Mills
  - 10 Archibald Butt Memorial Bridge
  - 11 Discovery Center at Enterprise Mill
  - 12 Petersburg Tour Boats
  - 13 Old Turning Basin/ Gatehouse
  - 14 Davidson School/ Former Globe Mill
  - 15 Old Coal Gas Plant Site

### Augusta Canal National Heritage Area

Augusta Canal is a National Heritage Area, a place designated by the US Congress that best represents an important theme in American history. Augusta Canal tells the story of the Industrial Revolution in the American South. Built in 1845 to harness the water and power of the Savannah River, this canal brought textile and other manufacturing to the region in the era before, during and after the American Civil War.

### Share and Enjoy

Enjoy your time in the National Heritage Area. Explore on foot, by bicycle, canoe or kayak; fish from the banks or watch for wildlife.

For everyone's safety and enjoyment, please:

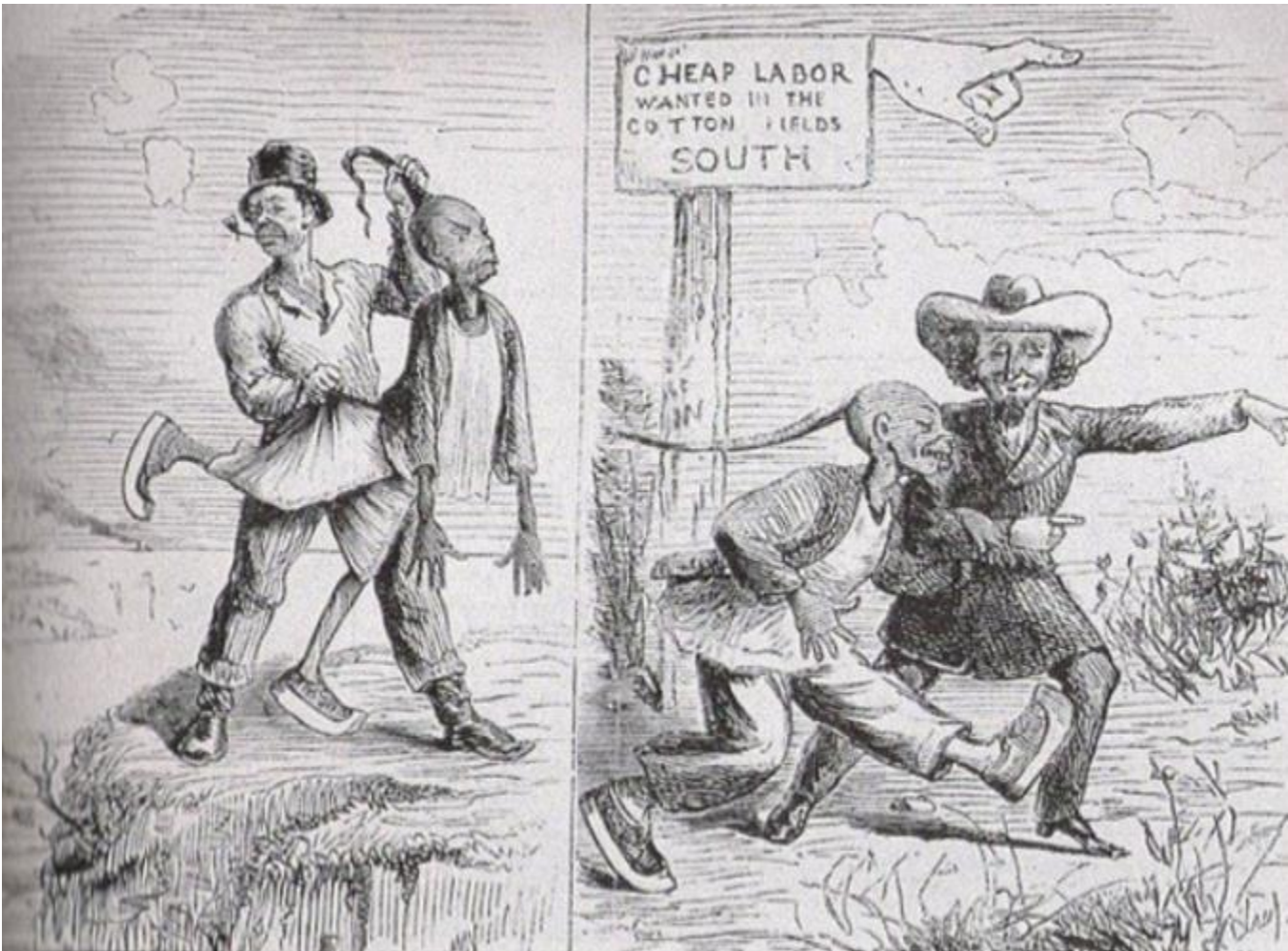
- Be polite and a good steward of your Canal.
- Appreciate the wildlife and historic structures; do not disturb.
- Remember, the trail is like a roadway; keep right and pass left.
- Groups should not take up full width of trail.
- Faster users yield to slower users.
- Don't litter. Take your trash with you when you leave.
- Keep animals leashed and under control at all times; clean and remove animal waste; remind others to do so.

IN PARTNERSHIP WITH THE  
**National Park Service**  
U.S. Department of the Interior



Augusta Canal  
National Heritage Area  
706-823-0440  
www.augustacanal.com  
Non-emergencies  
Richmond County Sheriff's Office  
706-821-1080  
Maintenance concerns  
Augusta Cares 311  
Emergencies 911

- **Featured Source C** is ...a primary source political cartoon (1869). Obtained from <https://www.loc.gov/pictures/item/2001696535/>.



- **Featured Source D** is ...a primary source written text from the Augusta Chronicle newspaper (1886). Obtained from <https://chineseamericanhistorian.blogspot.com/2014/05/chinese-to-deep-south.html>.

Augusta emphatically denies that "the Chinese population in that city runs into the hundreds," or that they are "running the white traders from the town." The Chronicle says there are not more than thirty Chinamen there.

- **Featured Source E** is ...a primary source written text from the United States Bureau of the Census (1914).
  - United States Bureau Of The Census, Hill, J. A., Goldenweiser, E. A. & Folkmar, D. (1914) Chinese and Japanese in the United States. Washington, Govt. print. off. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/14030876/>.

POPULATION.

TABLE 53.—NUMBER OF CHINESE AND JAPANESE IN 1910, 1900, 1890, AND 1880, BY DIVISIONS AND STATES.

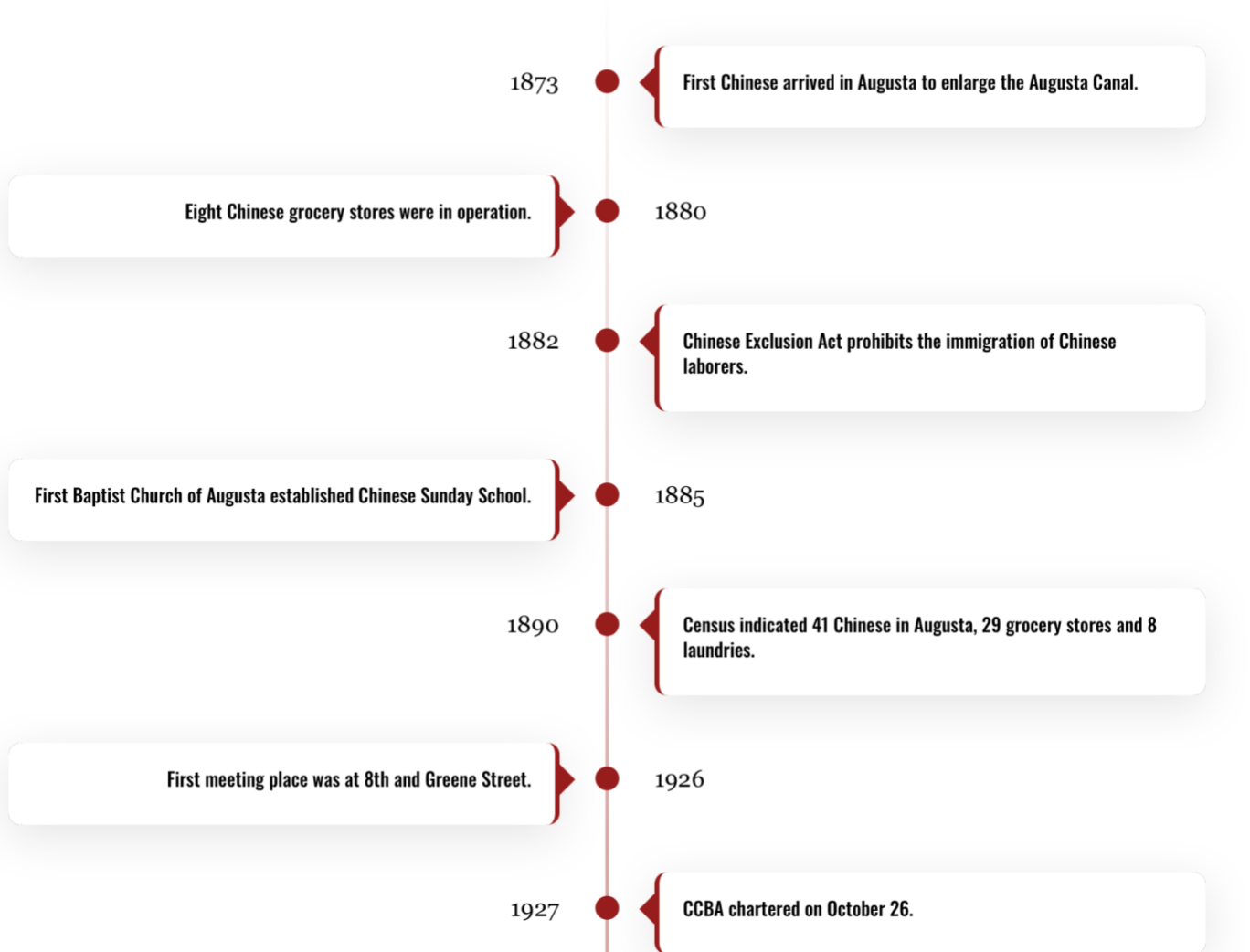
DIVISION AND STATE.	CHINESE.				JAPANESE.				DIVISION AND STATE.	CHINESE.				JAPANESE.			
	1910	1900	1890	1880	1910	1900	1890	1880		1910	1900	1890	1880	1910	1900	1890	1880
UNITED STATES.....	71,531	89,863	107,488	105,465	72,157	24,326	2,039	148	SOUTH ATLANTIC:								
GEOGRAPHIC DIVISIONS:									Delaware.....	30	51	37	1	4	1		
New England.....	3,499	4,203	1,488	401	272	89	45	14	Maryland.....	378	544	189	5	24	9	7	
Middle Atlantic.....	8,189	10,490	4,689	1,227	1,643	446	202	27	District of Columbia.....	369	455	91	13	47	7	9	4
East North Central.....	3,415	2,533	1,254	390	482	126	101	7	Virginia.....	154	243	55	6	14	10	16	
West North Central.....	1,195	1,135	1,097	423	1,000	223	16	1	West Virginia.....	90	56	15	5	3		3	
South Atlantic.....	1,582	1,791	669	74	156	29	55	5	North Carolina.....	80	51	32		2		1	1
East South Central.....	414	427	274	90	26	7	19		South Carolina.....	57	67	34	9	8			
West South Central.....	1,303	1,555	1,173	758	428	30	42		Georgia.....	233	204	108	17	4	1	5	
Mountain.....	5,614	7,950	11,572	14,274	10,447	5,107	27	5	Florida.....	191	120	108	18	50	1	14	
Pacific.....	46,320	59,779	85,272	87,828	57,703	18,269	1,532	89	EAST SOUTH CENTRAL:								
NEW ENGLAND:									Kentucky.....	52	57	28	10	12		3	
Maine.....	108	119	73	8	13	4	1		Tennessee.....	43	75	51	25	8	4	6	
New Hampshire.....	67	112	58	14	1	1	2		Alabama.....	62	58	48	4	4	3	3	
Vermont.....	8	39	32		3		1		Mississippi.....	257	237	147	51	2		7	
Massachusetts.....	2,582	2,968	984	229	151	53	18	8	WEST SOUTH CENTRAL:								
Rhode Island.....	272	366	69	27	33	13	5		Arkansas.....	62	62	92	133	9			
Connecticut.....	462	599	272	123	71	18	18	6	Louisiana.....	507	599	333	489	31	17	39	
MIDDLE ATLANTIC:									Oklahoma.....	139	58	38		48			
New York.....	5,266	7,170	2,935	909	1,247	354	148	17	Texas.....	595	836	710	136	340	13	3	
New Jersey.....	1,139	1,393	608	170	206	52	22	2	MOUNTAIN:								
Pennsylvania.....	1,784	1,927	1,146	148	190	40	32	8	Montana.....	1,285	1,739	2,532	1,765	1,585	2,441	6	
EAST NORTH CENTRAL:									Idaho.....	859	1,467	2,007	3,379	1,363	1,291		
Ohio.....	569	371	183	109	76	27	22	3	Wyoming.....	246	461	465	914	1,596	393		
Indiana.....	276	207	92	29	38	5	18		Colorado.....	373	599	1,398	612	2,300	48	10	
Illinois.....	2,103	1,503	740	209	285	80	14	3	New Mexico.....	248	341	361	57	258	8	3	
Michigan.....	241	240	120	27	49	9	38	1	Arizona.....	1,305	1,419	1,170	1,630	371	281	1	2
Wisconsin.....	226	212	119	16	34	5	9		Utah.....	371	572	806	501	2,110	417	4	
WEST NORTH CENTRAL:									Nevada.....	927	1,352	2,833	5,416	864	220	3	3
Minnesota.....	275	166	94	24	67	51	2	1	PACIFIC:								
Iowa.....	97	104	64	33	36	7	1		Washington.....	2,709	3,629	3,260	3,186	12,929	5,617	360	1
Missouri.....	535	449	409	91	99	9	6		Oregon.....	7,363	10,397	9,540	9,510	3,418	2,501	25	2
North Dakota.....	39	32	28	8	59	148	1		California.....	36,248	45,753	72,472	75,132	41,356	10,151	1,147	86
South Dakota.....	121	165	195	230	42	1											
Nebraska.....	112	180	214	18	590	3	2										
Kansas.....	16	39	93	19	107	4	4										

56227°—14—4

- **Featured Source F** is ...a timeline (1873-2019) from the Chinese Consolidated Benevolent Association (CCBA) of Augusta, Georgia (<https://ccbaaugusta.com/history/>).

\*A screenshot of 1873-1927 is shown below. Please click the associated link to view the full timeline.\*

## CCBA Timeline



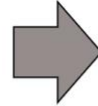
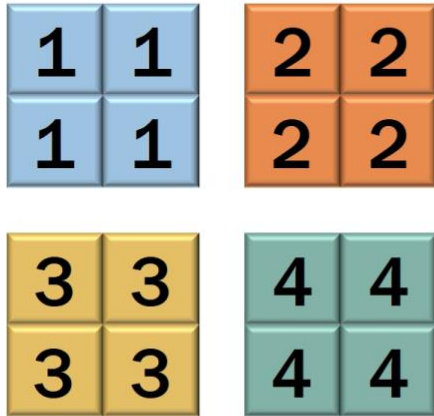
## Supporting Question 2

The first portion of the second supporting question - ***“What Asian American contributions are the most visible to us?”*** - offers students an opportunity to explore contributions in the broader Augusta community (i.e., beyond the Augusta Canal; **Sources A, B, C, and D**); however, it also allows students to revisit the Augusta Canal in more depth (**Source E**). The second portion of the second supporting question - ***“Why are some Asian American contributions more visible than others?”*** - offers students an opportunity to consider why some contributions are visible, and why dedicated efforts are required to bring other contributions that visibility. This graphic organizer should be completed as a jigsaw (<https://cdn.vanderbilt.edu/vu-wp0/wp-content/uploads/sites/59/2020/06/11174426/Jigsaw-Final.jpg>).

# JIGSAW

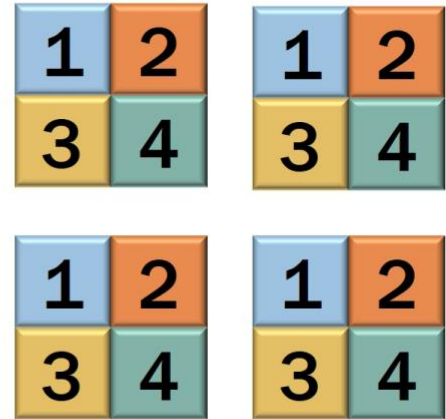
## Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.



## Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



Small student focus groups could be assigned one of the five sources; then, they could be asked to complete the graphic organizer for their assigned course. Student representatives from each focus group could come together into task groups to complete their graphic organizers for each of the five sources. Optional: The entire class could come together to share out. This would give the teacher an opportunity to facilitate conversations through providing additional detail and correcting any misconceptions that may arise.

Source	What contribution(s) does this source visibly show us? What contribution(s) are not visibly shown in this source (i.e., invisible)?	What did this/these contribution(s) do for the Augusta, Georgia community in the past?	What does this/these contribution(s) do for the Augusta, Georgia community today?
<i>Insert Source A</i>	Visible:  Invisible:		
<i>Insert Source B</i>	Visible:  Invisible:		
<i>Insert Source C</i>	Visible:		

	Invisible:		
<i>Insert Source D</i>	Visible: Invisible:		
<i>Insert Source E</i>	Visible: Invisible:		

- **Featured Source A** is ... a primary source image (1927) of the Founders of the CCBA of Augusta, Georgia. Obtained from <https://ccbaaugusta.com/history/>.





- **Featured Source B** is ...a primary source image (1935) of CCBA members in Augusta, Georgia's bicentennial parade. Obtained from <https://ccbaugusta.com/history/>.



- **Featured Source C** is ...a primary source image of a Chinese American owned and operated grocery store in Augusta, Georgia.
  - Jung, J. (2007). *Chinese laundries: Tickets to survival on Gold Mountain*. Lulu.com.



**Figure 47 Many Chinese in the South operated small family run grocery stores to serve black communities such as this one in Augusta, Ga.**

- **Featured Source D** is ...a primary source image of a Chinese American owned and operated laundry in Augusta, Georgia.
  - Jung, J. (2007). *Chinese laundries: Tickets to survival on Gold Mountain*. Lulu.com.



**Figure 49 Kam Lee (aka Heung Sec) shortly before his retirement in 1967 (lt) and his laundry store on Seventh Street in Augusta, Georgia (rt). Courtesy, June Loo.**

- **Featured Source E** is ...a virtual tour of the Augusta Canal in Augusta, Georgia (<https://augustacanal.com/AC/index.html>).

# Headgates & Savannah River

- > Map
- > Share
- > Images
- > Vintage Images
- > Calendar
- > Contact



## EXPLORE

- Headgates
- The Clearing
- Pumping Station
- Olmstead Bulkhead
- River Levee Trail
- Sibley Mill
- Enterprise Mill
- Discovery Center
- Old Turning Basin



## Supporting Question 3

The third supporting question - *“What challenges do/have Asian Americans face(d) in our state?”* - raises students’ awareness of local challenges that Asian Americans face in Georgia as well as challenges that students their own age face. Through their examination of the sources, they will understand the ways in which they can bring more justice and fairness to the world and stand up for themselves and others (Action 17 [AC.3-5.17]). The third supporting question, formative performance task, and sources have the potential to stimulate connections with traumatic moments that students have experienced first-hand. Learning for Justice has a resource for teachers to respond to trauma in their classrooms:

- <https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom>

Thus, please approach this content from a trauma-informed approach. First, students will learn about the murder of Asian Americans at a suburban Atlanta spa in 2021 (**Source A**). They were murdered by a white man during the height of anti-Asian hate crimes in the United States during the COVID-19 pandemic. Many consider this instance as a hate crime. The teacher should provide a definition of hate crime (**Source B**) for students. Next, the teacher should shift the focus of the inquiry to the challenges that students their own age face (which also intersect with challenges that Asian Americans face). **Source C** features statistical data from the National Center for Education Statistics on students’ reports of hate-related words and hate-related graffiti. The teacher can facilitate a conversation around whether their students have experienced hate-related words or hate-related graffiti inside (or outside) of the classroom/school. **Source D** is a video of Oregon City Public School elementary students reading Amanda Gorman’s *Change Sings*. Based on the read aloud video, the teacher can prompt the students to think about what they can do in the face of hate (e.g., hate-related words or hate-related graffiti). What can students do to bring more justice and fairness to the world? What can students do to stand up for themselves and others? **Source E** is the No Place for Hate Pledge from the Anti-Defamation League. The pledge states, “I promise to do my best to treat everyone fairly. I promise to do my best to be kind to everyone - even if they are not like me. If I see someone being hurt or bullied, I will tell a teacher. Everyone should be able to feel safe and happy in school. I want our school to be No Place for Hate.” The teacher should make sure that all students have an understanding about what each of the five points on the pledge means. This pledge should be sent home with students to discuss with families. Thus, the students should be able to explain each of the five points on the pledge to their family members. Then, the student and their family members can sign the pledge (if they choose to do so). To conclude, students will write a paragraph that describes the differing (and shared) challenges that Asian Americans and elementary students face.

- **Featured Source A** is ...a primary source image (2021) of a makeshift memorial outside Gold Spa in Atlanta, Georgia.

**“People embrace by a makeshift memorial to shooting victims outside Gold Spa in Atlanta on March 20.” Shannon Stapleton with Reuters.** (<https://www.nbcnews.com/news/us-news/accused-atlanta-area-spa-shooter-pleads-not-guilty-killing-4-n1280232>)



- **Featured Source B** is ...the definition of a “hate crime” from the Federal Bureau of Investigation (FBI; <https://www.fbi.gov/investigate/civil-rights/hate-crimes>)

### Defining a Hate Crime

A hate crime is a traditional offense like murder, arson, or vandalism with an added element of bias. For the purposes of collecting statistics, the FBI has defined a hate crime as a **“criminal offense against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.”** Hate itself is not a crime—and the FBI is mindful of protecting freedom of speech and other civil liberties.

- **Featured Source C** is ...data from the National Center for Education Statistics on students’ reports of hate-related words and hate-related graffiti (<https://nces.ed.gov/programs/coe/indicator/a09>). \*This should be updated when new data is released from the National Center for Education Statistics.\*

In 2019, about 7 percent of students ages 12–18 reported being called hate-related words at school during the school year, which was lower than the percentage reported in 2009 (9 percent). About 23 percent of students reported seeing hate-related graffiti at school during the school year in 2019, which was a decrease from 29 percent in 2009.

- **Featured Source D** is ...a video of Oregon City Public School elementary students reading Amanda Gorman's *Change Sings* ([https://www.youtube.com/watch?v= DQpilXxb\\_4](https://www.youtube.com/watch?v= DQpilXxb_4))



- **Featured Source E** is ...the No Place for Hate Pledge from the Anti-Defamation League (<https://discovery.apsva.us/wp-content/uploads/sites/14/2021/05/No-Place-for-Hate-Pledge-Poster-English.pdf>)



# THE NO PLACE FOR HATE® PLEDGE

ELEMENTARY SCHOOL



**I PROMISE** to do my best to treat everyone fairly.

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**I PROMISE** to do my best to be kind to everyone—even if they are not like me.

---

**IF I SEE** someone being hurt or bullied, I will tell a teacher.

---

**EVERYONE** should be able to feel safe and happy in school.

---

**I WANT OUR SCHOOL** to be No Place For Hate®.

Have You Signed the No Place For Hate® Pledge Yet?  
Find out how from your school's No Place For Hate® committee

**ADL**®  
FIGHTING HATE FOR GOOD

## Supporting Question 4

The fourth supporting question - *“How do we make the history and contributions of Asian Americans more visible in our state?”* - brings students’ attention to the ways in which they can work with their friends and family to make their school and community fair for everyone, and they will learn how to work hard and cooperate in order to achieve their goals (Action 20 [AC.3-5.20]). **Source A** is a primary source image (2021) of Atlanta Korean American Committee against Asian Hate Crimes members. With **Source A**, students should be able to identify protesting as an action that makes the history and contributions of Asian Americans more visible. **Source B**

is an event flier from the Augusta CCBA and the Lucy Craft Laney Museum of Black History (2022). The purpose of the event is to promote “conversations between the African American and Chinese Communities of Augusta, Georgia.” With **Source B**, students should be able to identify conversations where participants are sharing and listening as an action that makes the history and contributions of Asian Americans more visible. **Source C** is a Laney-Walker Heritage walking tour flier (2022). The purpose of the walking tour is to “discover the profound and historic impact of the Laney-Walker district of Augusta, GA.” On the Augusta CCBA’s Facebook, they add context - “The historic Laney Walker Corridor in Downtown Augusta was the center of the African American Business community throughout the early to mid 1900’s. Sprinkled throughout the corridor were many Chinese grocery stores.” With **Source C**, students should be able to identify a historical walking tour as an action that makes the history and contributions of Asian Americans more visible to participants. **Source D** is a collection of oral histories from the Augusta Chinese American Oral History Project (funded by the Georgia Humanities Council and the National Endowment for the Humanities in 2011). With **Source D**, students should be able to identify a collection of oral histories as an action that makes the history and contributions of Asian Americans more visible. The teacher should select 2-3 oral histories to highlight for students. **Source E** is a website detailing the ways in which individuals can support the Asian American community in Georgia (2020). For this inquiry, the focus should be on point four (i.e., support community organizations in Georgia). With **Source E**, students should be able to identify community organizing as an action that makes the history and contributions of Asian Americans more visible (Justice 15 [JU.3-5.15]). The teacher should select 2-3 community organizations to highlight for students. Lastly, students will create a poster with words and images that describes what elementary students can do to make the history and contributions of Asian Americans more visible.

- **Featured Source A** is ...primary source image (2021) of Atlanta Korean American Committee against Asian Hate Crimes members

**“Members of the Atlanta Korean-American Committee against Asian Hate Crimes hold signs during a vigil for the victims of the spa shootings outside of the Gold Spa in Atlanta on March 19, 2021. The committee consists of Korean-American community members, business leaders and religious leaders.” Alyssa Pointer with The Atlanta Journal-Constitution**  
(<https://www.ajc.com/news/group-wants-georgia-schools-to-improve-teaching-about-asian-americans/C3LAYLYADZANNPWMDUZZVBN3WI/>)



**Featured Source B** is ...an event flier from the Augusta CCBA and the Lucy Craft Laney Museum of Black History (2022). Obtained from <https://www.facebook.com/ccbaugusta/>.

*Organized by the Augusta Chinese Consolidated Benevolent Association and the Lucy Craft Laney Museum of Black History*

# BREAKING RACIAL BARRIERS

CONVERSATIONS BETWEEN THE  
AFRICAN AMERICAN AND CHINESE  
COMMUNITIES OF AUGUSTA, GEORGIA

SAVE THE DATE!

VIRTUAL EVENT

THURSDAY FEBRUARY 24

6PM EST

REGISTER HERE:

<https://bit.ly/AugustaEvent>

*\*url is case-sensitive\**

Sponsored by Center For Asian American Media and  
the National Action Network

Email [blurringthecolorline@gmail.com](mailto:blurringthecolorline@gmail.com) for more info

[www.blurringthecolorline.com](http://www.blurringthecolorline.com)

Archival photo courtesy of Dorothy Loo



# THE LANEY-WALKER HERITAGE WALKING TOUR AUGUSTA, GA

Upcoming Walking Tour:

## March 5th & 26th

1:00pm - 2:30pm

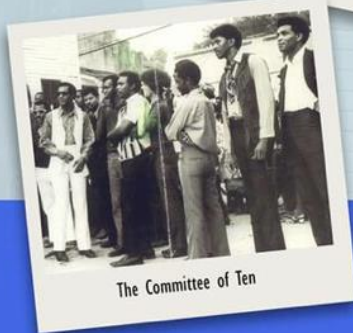
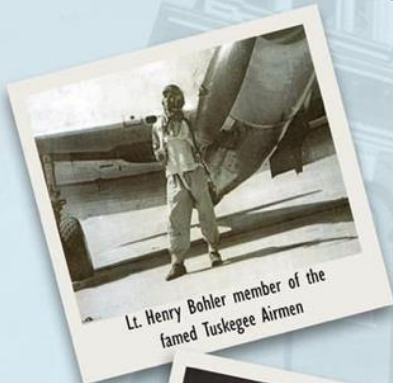
Tour start location: Corner of Laney-Walker and Phillips Street next to the gravesite of Lucy Craft Laney

Cost: \$20.00 per adult  
\$10.00 per child (12 and under)

Discover the profound and historic impact of the Laney-Walker district of Augusta, GA on this special guided tour.

### Tour Sites Include:

- Christ Presbyterian Church
- Lucy Craft Laney High School (The site of the Haines Normal and Industrial Institute)
- The gravesite of Lucy Craft Laney
- The Laney House
- The Tutt House
- The Bohler House
- The Wallace Branch Library
- The Pearson House
- The gravesite of C.T. Walker
- Tabernacle Baptist Church
- The former site of the Pilgrim Health and Life Insurance Company



To book a tour or for more info please contact Mr. Corey Rogers at [ocur761@gmail.com](mailto:ocur761@gmail.com)

Masks are required and social distancing will be enforced.

Background photo: The Historic Tabernacle Baptist Church

**Featured Source D** is ...a collection of oral histories from the Augusta Chinese American Oral History Project (funded by the Georgia Humanities Council and the National Endowment for the Humanities in 2011). Image obtained from <https://www.facebook.com/ccbaugusta/>. Oral histories can be found at the following: [https://dlg.usg.edu/collection/gaec\\_caoh](https://dlg.usg.edu/collection/gaec_caoh).



AUGUSTA-RICHMOND  
COUNTY  
PUBLIC LIBRARY SYSTEM

## **Augusta Chinese-American Oral History Project**

### **Now available through Digital Library of Georgia**

**Featured Source E** is ...a website detailing the ways in which individuals can support the Asian American community in Georgia (2020). For this inquiry, the focus should be on point four (i.e., support community organizations in Georgia). Obtained from <https://aapicommission.org/ways-to-support-the-asian-american-community-in-georgia/>.

#### 4. Support community organizations in Georgia

1. Asian Americans Advancing Justice – Atlanta
2. National Asian Pacific American Women’s Forum – Atlanta
3. Asian American Advocacy Fund
4. Asian American Resource Center
5. Center of Pan Asian Community Services
6. Korean American Coalition Metro Atlanta
7. National Association of Asian American Professionals – Atlanta (NAAAP)
8. A list of other Asian American organizations in Atlanta
9. City of Atlanta Board & Commissions

#### Summative Performance Task

At this point in the inquiry, students have examined Asian Americans’ experiences in Georgia - focusing on the stories of struggle, strength, and successes of past and present Asian Americans. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims (D3.3.3-5). In this task, students construct an evidence-based argument using multiple sources to answer the compelling question, ***“In what ways have Asian Americans contributed to my state?”*** in order to make the history and contributions of diverse groups of Asian Americans more visible as well as the need to study the history and contributions of Asian Americans in our state.

Students' arguments will likely vary, but could include any of the following:

- *Diverse groups of Asian Americans have rich histories in Georgia and have contributed to Georgia in many ways; thus, we should learn more about their lives and experiences through our learning opportunities in school.*
- *Chinese Americans settled in Augusta, Georgia where they initially contributed to enlarging the Augusta Canal. They also have a history of contributing to the broader community through professional organizations, cultural events, and businesses like groceries and laundries. We should learn more about not only their visible contributions to communities (e.g., Augusta Canal), but also their invisible contributions (e.g., labor).*
- *Throughout history, Asian American contributions have been challenged by hate. We should learn more about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.*

To support students in their writing, the teacher could provide students with a graphic organizer.

Source	Evidence (related to history and contributions of Asian Americans in our state)	Claim	Details (acknowledging competing viewpoints)
<i>Insert Source</i>			
<i>Insert Source</i>			
<i>Insert Source</i>			
<i>Insert Source</i>			
<i>Insert Source</i>			

To extend their arguments, teachers may have students record a video to teach the public about the need to study the history and contributions of Asian Americans in our state using specific claims and relevant evidence from sources while acknowledging competing views. Students will highlight the history and contributions of diverse groups of Asian Americans in which they highlight the place-based information that they have learned throughout the inquiry. Ideally, student videos would be sent to the local library to be housed as accessible open-educational resources. Another option (if recording videos is not accessible due to time or resources) - students could present their responses to the compelling question at an education day at their local library.

Students have the opportunity to Take Informed Action by further researching the contributions of Asian Americans in their home communities (*Understand*). They will develop a set of oral history interview questions to explore a particular topic of interest in their home communities (*Assess*) (D2.His.3.3-5). Lastly, students will conduct, record, and summarize an oral history interview with a community member (*Act*).