

**Title: Resistance, Preservation, & Reclamation in Asian American History**  
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<p><b>Compelling Question</b></p>	<p><b>How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?</b></p>			
<p><b>C3 Framework Indicators</b></p>	<p><b>D2.Civ.10.9-12.</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p><b>D2.Geo.7.9-12.</b> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p><b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p><b>D4.1.9-12.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>			
<p><b>Staging the Compelling Question</b></p>	<p>View paired-text: 1) <a href="#">I am an American</a> photograph by Dorothea Lange from March, 1942, and 2) <a href="#">ASIAN: How You See Me</a> YouTube clip from October 2016. Students participate in a SEED Discussion Protocol (see graphic organizer below) and the teacher facilitates students' conversation.</p>			
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>	<p><b>Supporting Question 4</b></p>	
<p>Who are Asian Americans, where did they emigrate from, and when did they arrive in the United States?</p>	<p>How have Asian Americans been treated throughout the United States' history?</p>	<p>How have Asian American immigrants resisted anti-Asian sentiment?</p>	<p>How are Asian Americans preserving their individual cultural practices?</p>	

Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Research your assigned Asian American community in groups, and complete the graphic organizer. Using this knowledge and information, groups will jigsaw in a later task.</p>	<p>Selecting a single AANHPI group and complete the following tasks:</p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Research</li> <li>• Jigsaw</li> </ul>	<p>Research current events and further inquiry about chosen AANHPI group through investigation of resistance and preservation.</p>	<p>Write a response to the supporting question by stating a claim and using evidence from sources (e.g., inquiry sources, current events, and/or research sources curated).</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>A. <a href="#">Mapping Asian American and Pacific Islander Migrations by J. Gregory (2015 - Present)</a></p> <p>B. <a href="#">Asian Nation: Asian American History, Demographics, and Issues</a></p> <p>C. <a href="#">Key facts about Asian Americans by A. Budiman and N.G. Rutz (April 29, 2021)</a></p> <p>Optional: <a href="#">Census Maps - AAPI Data</a></p>	<p>A. <a href="#">The Long History of Racism Against Asian Americans in the U.S. by PBS News (April 9, 2020)</a></p> <p>B. <a href="#">Historical Timeline of APIDA History by Virginia Loh-Hagan (March/April 2022)</a></p> <p>C. <a href="#">Asian American Timeline by Dr. Bonnie Khaw-Posthuma</a> (use if unable to access timeline by Virginia Loh-Hagan)</p>	<p><b>Home Site:</b> <a href="#">StoryCorps – Stories from people of all backgrounds and beliefs</a></p> <p>A. <a href="#">Asian American StoryCorps</a></p> <p><b>Note to Teacher:</b> Consider teachable moments by modeling and instructing about Vincent Chin’s Story:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mural: “We Want Justice” for Vincent Chin</a> (Library of Congress, 2008)</li> <li>• <a href="#">StoryCorps: “He was living the American Dream”</a></li> </ul>	<p>A. <a href="#">Are You “AAPI” or “Asian American”? It’s Complicated.   A People’s History of Asian America</a> - Plum Studios and Center for Asian American Media (CAAM) in association with Flash Cuts for PBS, May 20, 2021</p> <p>B. <a href="#">Preserving Asian American History and Culture</a> by Jesse Johnston, National Endowment for the Humanities, May 7, 2013</p>
<p><b>Summative Performance Task</b></p>	<p>Construct an argument (i.e., essay, illustration, editorial, and etc.) that responds to <i>How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?</i> Address the compelling question using specific claims and relevant evidence from historical sources and contemporary sources while acknowledging competing views</p> <ul style="list-style-type: none"> <li>• <i>Consider:</i> Applying vetted sources read, researched, and analyzed during the inquiry to demonstrate learning to support your argument.</li> </ul> <p><b>EXTENSION:</b> Interview an individual who identifies as an Asian American and learn about their story. Ask your interviewee which <i>acronym/phrase</i> (AAPI, APIDA, APA, AANHPI, or Asian Americans) they identify with and why they feel that acronym/phrase best honors the identity of Asian Americans.</p>		

## Taking Informed Action

**UNDERSTAND:** Identify and explain a single or multiple Asian American group(s) to inquire upon individuals, groups, and/or organizations that have reclaimed their personal identities and histories.

**ASSESS:** Evaluate ways that Asian Americans (individuals/groups/organizations) continue to resist racism and/or reclamation locally and nationally.

**ACT:** As a class, create a website highlighting Asian Americans' **resistance, preservation, and reclamation** that will be linked on the class page or teacher's page on the school/district website.

## Overview

### Inquiry Description

This inquiry examines Asian American history through the lenses of resistance, preservation, and reclamation. Typically, the teaching of Asian American history in U.S. high schools is severely limited and presented through a perspective that victimizes their histories rather than presenting Asian Americans as active agents of change (An, 2020; Lee, 2015). Likewise, research has shown that Asian American history is most often restricted to the Chinese Exclusion Act and Japanese Internment Camps, through which they are “presented as pariahs, either wholly excluded from entry or viewed as enemies of the state, and removed from any past or present contributions to the nation” (Rodriguez, 2018, p. 532). This inquiry seeks to combat the marginalization of Asian American history by focusing on the diverse histories of Asian Americans' resistance to anti-Asian sentiment, preservation of culture, and reclamation of personal identities and histories. Rather than focusing on one Asian American group in particular, this inquiry seeks to center the voices and histories of all Asian Americans to challenge the whiteness of United States' history education by pursuing the compelling question, *How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?*

This inquiry highlights the following additional standards:

- **D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- **D2.Geo.7.9-12.** Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- **D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- **D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**Note:** This inquiry is expected to take four or six 50-minute class periods. The inquiry time frame can be expanded 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 their instructional 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.

### **Structure of the Inquiry**

In addressing the compelling question *How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?* students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence and counterevidence from a variety of sources.

### **Staging the Compelling Question**

In staging the compelling question, learners will view paired-texts. The sources include:

- 1) [I am an American](#) photograph by Dorothea Lange from March 1942; and
- 2) [ASIAN: How You See Me](#) YouTube clip from October 2016.

The task is a graphic organizer following the SEED-text discussion protocol (see graphic organizer below) and the teacher facilitates students' conversations to initiate interest and curiosity with the compelling question.

### **Supporting Question 1**

**Supporting Question 1** — Who are Asian Americans, where did they emigrate from, and when did they arrive in the United States?

The formative task engages learners in researching assigned Asian American communities in groups and completing a graphic organizer. This initial task asks groups of students to use provided resources to research and identify different groups of Asian Americans, where they emigrated from, where they immigrated to, when the major waves of immigration occurred, and any other important information to fill out a graphic organizer.

The following sources are utilized to support inquiry into supporting question one:

- Featured Source A - [Mapping Asian American and Pacific Islander Migrations by J. Gregory \(2015 - Present\)](#)
- Featured Source B - [Asian Nation: Asian American History, Demographics, and Issues](#)
- Featured Source C - [Key facts about Asian Americans by A. Budiman and N.G. Rutz \(April 29, 2021\)](#)
- Optional Source - [Census Maps - AAPI Data](#)

The corresponding student worksheet for SQ1 with linked resources is:

- SQ1: WHO ARE Asian Americans?

## Supporting Question 2

**Supporting Question 2** — How have Asian Americans been treated throughout the United States' history?

The formative task engages learners through three parts: 1) timeline, 2), Asian American group research, and 3) jigsaw. Students will begin their inquiry for supporting question 2 by reviewing a timeline of Asian American history as well as filling out a graphic organizer and answering questions. The second part asks students to choose an Asian American group that they would like to research further. Students will form new groups to research and answer questions. The final part engages students in new jigsaw groups to learn more about different groups of Asian American. The teacher will arrange students in groups to jigsaw and share the information they learned from their research. Each student in the final jigsaw groups should have researched a different Asian American community in their initial research groups.

The following sources are utilized to support inquiry into supporting question two:

- Featured Source A - [The Long History of Racism Against Asian Americans in the U.S. by PBS News \(April 9, 2020\)](#)
- Featured Source B - [Historical Timeline of APIDA History by Virginia Loh-Hagan \(March/April 2022\)](#)
- Featured Source C - [Asian American Timeline by Dr. Bonnie Khaw-Posthuma](#) (use if unable to access timeline by Virginia Loh-Hagan)

The corresponding student worksheet for SQ2 with linked resources is:

- SQ2: Jigsaw Activity

## Supporting Question 3

**Supporting Question 3** — How have Asian American immigrants resisted anti-Asian sentiment?

The formative task engages learners to curate current events about Asian refugees and complete a graphic organizer. This initial task seeks for learners to gain insight to the issue and then view a series of videos produced by StoryCorps to gain insight of AANHPI personal stories and histories to further develop their own understanding of a specific AANHPI individual or group. Students working individually or in a group will continue to inquire about a specific individual or group in order to develop an argument. The mini-research concludes with learners responding to *How have (insert name of specific group) American immigrants resisted anti-Asian sentiment and preserved their cultural practices?*

The following sources are personal stories from AANHPI people and posted on - StoryCorps – Stories from people of all backgrounds and beliefs (<https://storycorps.org/>).

- Featured Source A are curated digital stories from [Asian American StoryCorps](#)
- **Note to Teacher:** Consider teachable moments by modeling and instructing about Vincent Chin's Story:
  - [Mural: "We Want Justice" for Vincent Chin](#) (Library of Congress, 2008)
  - [StoryCorps: "He was living the American Dream"](#)

The corresponding student worksheet for SQ3 with linked resources is:

- SQ3/SQ4: "Resistance and Preservation" Graphic Organizers
- NOTE; this task may be decoupled for each supporting question..

## Supporting Question 4

**Supporting Question 4** — How are Asian Americans preserving their individual cultural practices?

The formative task deepens the learning about resistance and preservation as learners continue their inquiry and apply their curated sources from supporting question 3 to supporting question 4. The research task seeks learners to develop evidence and counter-evidence in preparation of either the summative task and/or taking informed action of AANHPI **resistance** and **preservation** for their chosen Asian American group. The formative task specific to supporting question four is small groups choosing an Asian American community to research current events and important historical contributions that demonstrate examples of preserving Asian American culture, and/or reclaiming personal identities and histories. The end product is to write a response to the supporting question by stating a claim and using evidence from sources (e.g., inquiry sources, current events, and/or research sources curated); and potentially prepare students for taking informed action. The following sources were selected to further inform students about personal identities and histories of AANHPI people. Source A is a YouTube video clip and Source B is optional as it serves to inform and shed insight to how Asian Americans have preserved their culture along with the National Parks system.

- Featured Source A: [Are You "AAPI" or "Asian American"? It's Complicated. | A People's History of Asian America](#) - Plum Studios and Center for Asian American Media (CAAM) in association with Flash Cuts for PBS, May 20, 2021
- OPTIONAL Source B: [Preserving Asian American History and Culture](#) by Jesse Johnston, National Endowment for the Humanities, May 7, 2013

The corresponding student worksheet for SQ4 with linked resources is:

- SQ4: Identity Graphic Organizer

## Summative Task

At this point in the inquiry, students have examined Asian American history broadly and have researched a particular Asian American group specifically. Students have also explored the many ways Asian Americans are preserving their individual cultural practices today.

Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students will construct an argument that responds to the framing question prompt: *How have Asian American resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?* Students should address the prompt using specific claims and relevant evidence from historical sources while acknowledging competing views. Students should also consider applying the vetted sources read, researched, and analyzed during the inquiry to demonstrate their learning and support their arguments.

- Students' arguments for the summative task could take many different forms including, but not limited to, an essay, an illustration, a written editorial, an exhibit or poster presentation, etc. Teachers should set the summative task parameters for what will work best in their context.

### Optional Extension:

Students will interview an individual who identifies as an Asian American and learn about their personal story. Students may consider asking their interviewee which acronym/phrase (AAPI, APIDA, APA, AANHPI, or Asian Americans) they identify with and why they feel that acronym/phrase best honors the identity of Asian Americans. Students may also ask the interviewee about personal experiences with resistance, preservation, and reclamation.

## Taking Informed Action

Students have the opportunity to Take Informed Action by further developing their mini-research from supporting questions three and four. The aim is for learners to move beyond “understanding” and “assess” ways that Asian Americans (individuals/groups/organizations) continue to resist racism and/or reclamation locally and nationally. The next level of engagement is to “act” which may include a class project of creating a website highlighting Asian Americans' resistance, preservation, and reclamation that will be linked on the class page or teacher's page of the school/district website. In addition, the extension activity may also serve as taking informed action for students who are interested in seeking out an AANHPI individual to interview and report their findings; potentially similar to models viewed during this inquiry, such as StoryCorps or YouTube formats.

## Additional Resources for Teachers

### *Additional Links for Teachers:*

- Library of Congress website for AAPI Heritage - <https://www.asianpacificheritage.gov/about/>
- Learning For Justice - Toolkit “I am Asian American” (2013)
  - <https://www.learningforjustice.org/magazine/summer-2013/toolkit-for-i-am-Asian American>
  - A good source for educators and additional resources for K-12 students - “I am Asian American” by Andrea Bittle, Summer 2013
    - <https://www.learningforjustice.org/magazine/summer-2013/i-am-Asian American>

## STAGING THE INQUIRY

### *Asian American Resistance, Preservation, & Reclamation*

#### Instructions:

Watch the YouTube video below and look at the photograph to complete the SEED Discussion Protocol

#### SEED Discussion Protocol

SEED Discussion Prompts	“I am a American” By Dorothea Lange Photograph March 1942  <b>Link:</b> <a href="https://tinyurl.com/49pbhfun">https://tinyurl.com/49pbhfun</a>	“ASIAN: How You See Me” YouTube Clip October 31, 2016  <b>Link:</b> <a href="https://youtu.be/OTLjtGUGgN8">https://youtu.be/OTLjtGUGgN8</a>
What seems familiar?		
What seems surprising/interesting?		
What seems unfamiliar/unknown?		



## SQ1: WHO ARE Asian Americans?

### *Asian American Resistance, Preservation, & Reclamation*

**Framing Question:** *How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?*

**Supporting Question One:** *Who are Asian American, where did they emigrate from, and when did they arrive in the United States?*

### **Vocabulary in this Lesson:**

Look up the definition of *emigrate* and *immigrate* and write the definition in the provided space.

Emigrate	Immigrate

### **Resources:**

*University of Washington's America's Great Migrations Project: Mapping Asian American and Pacific Islander Migrations*

Link:

<https://tinyurl.com/yj4cey58>

Pew Research Center:  
*Key Facts about Asian Americans, a Diverse and Growing Population*  
by Abby Budiman and Neil G. Ruiz

Link:

<https://tinyurl.com/2p8udxfd>

AAPIData Census Maps

Link:

<https://tinyurl.com/44hszm2r>

Asian Nation: Asian American History, Demographics, and Issues

Link:

<https://tinyurl.com/bdxhnpdm>

### **Instructions:**

Using the resources provided above, research and identify different groups of Asian American, where they emigrated from, where they immigrated to, when the major waves of immigration occurred, and any other important information to fill out the graphic organizer.



## **SQ2: JIGSAW ACTIVITY**

### *Asian American Resistance, Preservation, & Reclamation*

**Framing Question:** *How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?*

**Supporting Question Two:** *How have Asian Americans been treated throughout the United States' history?*

#### **Instructions:**

##### ***Part A: Timeline***

Review the timeline holistically, what do you notice and wonder about? Next, develop a list of three-four events that represent the Asian American group you aim to learn more about. From the list be ready to discuss why you selected the events.

##### ***Part B: Asian American Group Research***

After completing the worksheet for Supporting Question #1, choose an Asian American group that you would like to learn more about to answer Supporting Question #2 for that particular group. You will work in groups to research and answer the question for your chosen Asian American group.

##### ***Part C: Jigsaw***

After completing Parts A and B in your group, you will be assigned to a jigsaw group to learn about the Asian American groups that your original group did not investigate. Each jigsaw member will share what they learned through Parts A and B while the other jigsaw groups members ask questions and take notes.

*\*See graphic organizers below*

**Part A: *Timeline***

**Read:** *Timeline*

**Link:** <http://tinyurl.com/bdhjwety> or <https://tinyurl.com/2p8pk62b>

<b>What do you notice?</b>	<b>What do you wonder?</b>	<b>List of 3-4 events that directly affected the Asian American group you chose to learn more about.</b>

**Part B: *Asian American Group Research***

How have \_\_\_\_\_-Americans been treated throughout American history?

**Step 1 - Research to Gather Information**

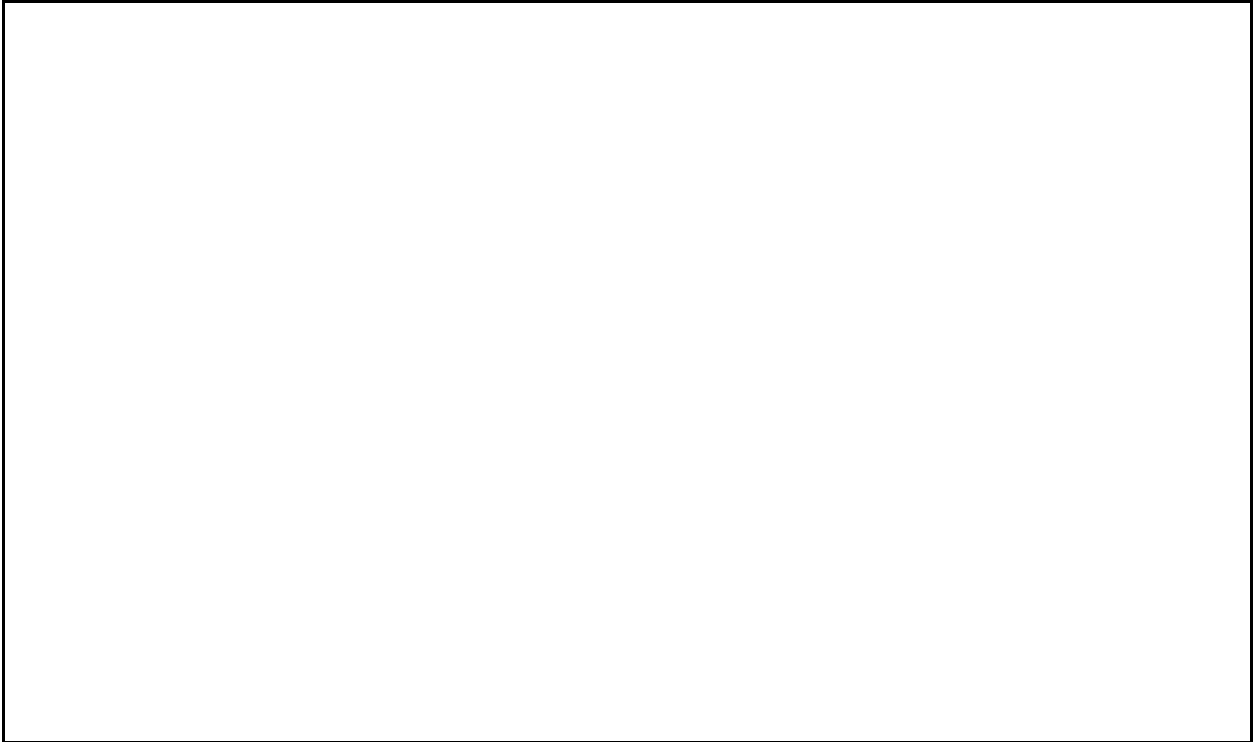
<b>Information</b>	<b>Source</b>

**Step 2 - Writing**

Write 1-2 paragraphs summarizing how your chosen group has been treated throughout American history.

**Part C: *Jigsaw***

**Notes:**



**Questions You Still Have:**



## **SQ3 & SQ4: RESISTANCE & PRESERVATION**

### *Asian American Resistance, Preservation, & Reclamation*

**Framing Question:** *How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?*

**Supporting Question Three:** *How have Asian American immigrants resisted anti-Asian sentiment?*

**Supporting Question Four:** *How are Asian Americans preserving their individual cultural practices?*

#### **Instructions:**

##### **Part A:** *Current Events*

Individually, find a current events article about Asian refugees and complete the graphic organizer below.

##### **Part B:** *Watch & Read*

As a group, watch the videos and read the article provided in the resources section of Part B. Answer the questions as a group.

##### **Part C:** *Apply*

Research **resistance** and **preservation** for your chosen Asian American group to complete the graphic organizer and answer the question.

**Part A: Current Events**

<b>Title of Article:</b>		
<b>Author:</b>	<b>Date:</b>	<b>Source:</b>
<b>Identifying Claims</b> In your own words, identify the main claim of the article in 1 complete sentence.		
<b>Identifying Stance</b> In your own words, identify the stance that the author takes in the article.		
<b>Summary of Article</b> In your own words, summarize the article in 3-4 sentences.		

**Part B: Watch & Read**

**Resources:**

**Watch:**

*Lola's Work - StoryCorps*

Link:

<https://tinyurl.com/y9r2syvf>

**Watch:**

*No More Questions! - StoryCorps*

Link:

<https://tinyurl.com/2p8yy72m>

**Watch:**

*How This 116-Year-Old Shop in Little Tokyo Makes Mochi*

Link:

<https://tinyurl.com/d324mbck>

**Read:**

*Mochi Tsuki Tradition Ushers in New Year on Bainbridge*

Link:

<https://tinyurl.com/2p8kzkzx>

**Questions:**

1. What are some examples of **resistance** and **preservation** from the videos and articles?
2. What might you need to know before researching **resistance** and **preservation** for your chosen Asian American group?

**Part C: Apply**

As a group, research your chosen Asian American group to fill out the graphic organizer below and answer the question below.

**Graphic Organizer**

Asian American Group: \_\_\_\_\_

Resistance	
Example	Source

Preservation	
Example	Source

**Question:**

As a group, write 2-3 paragraphs responding to the following question:

*How have \_\_\_\_\_-American immigrants resisted anti-Asian sentiment and preserved their cultural practices?*

**Response:**

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## **SQ4: IDENTITY**

### *Asian American Resistance, Preservation, & Reclamation*

**Framing Question:** *How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?*

**Supporting Question Four:** *How are Asian Americans preserving their individual cultural practices?*

#### **Resources:**

##### ***Watch:***

*Are You “AAPI” or “Asian American”? It’s Complicated.* | A People’s History of Asian America - Plum Studios and Center for Asian American Media (CAAM) in association with Flash Cuts for PBS, May 20, 2021

Link: [https://youtu.be/6bLwF\\_KFrZU](https://youtu.be/6bLwF_KFrZU)

##### ***Read:***

*Preserving Asian American History and Culture* by Jesse Johnston, National Endowment for the Humanities, May 7, 2013

Link: <https://tinyurl.com/2bdp3tzn>

#### **Instructions:**

In small groups, choose an Asian American community to research current events and important historical contributions that demonstrate examples of preserving Asian American culture, and/or reclaiming personal identities and histories.

**Writing Task:** Write a response to the supporting question by stating a claim and using evidence from sources (e.g., inquiry sources, current events, and/or research sources curated).

## **SUMMATIVE TASK**

### *Asian American Resistance, Preservation, & Reclamation*

#### **Instructions:**

Construct an argument (i.e., essay, illustration, editorial, and etc.) that responds to the prompt below. Address the compelling question using specific claims and relevant evidence from historical sources and contemporary sources while acknowledging competing views.

***Consider:*** Apply vetted sources read, researched, and analyzed during the inquiry to demonstrate learning to support your argument.

***How have Asian Americans resisted racism to preserve their cultural heritage and reclaim their personal histories and identities?***

#### **Written Response:**