

**ASIAN & PASIFIC AMERICAN
HERITAGE MOTH**

AMPLIFYING AAPI VOICES

THROUGH INCLUSIVE CURRICULUM

Presented by:
BHAVIKA KALIA

**SOMERVILLE SCHOOL COMMITTEE
PRESENTATION**

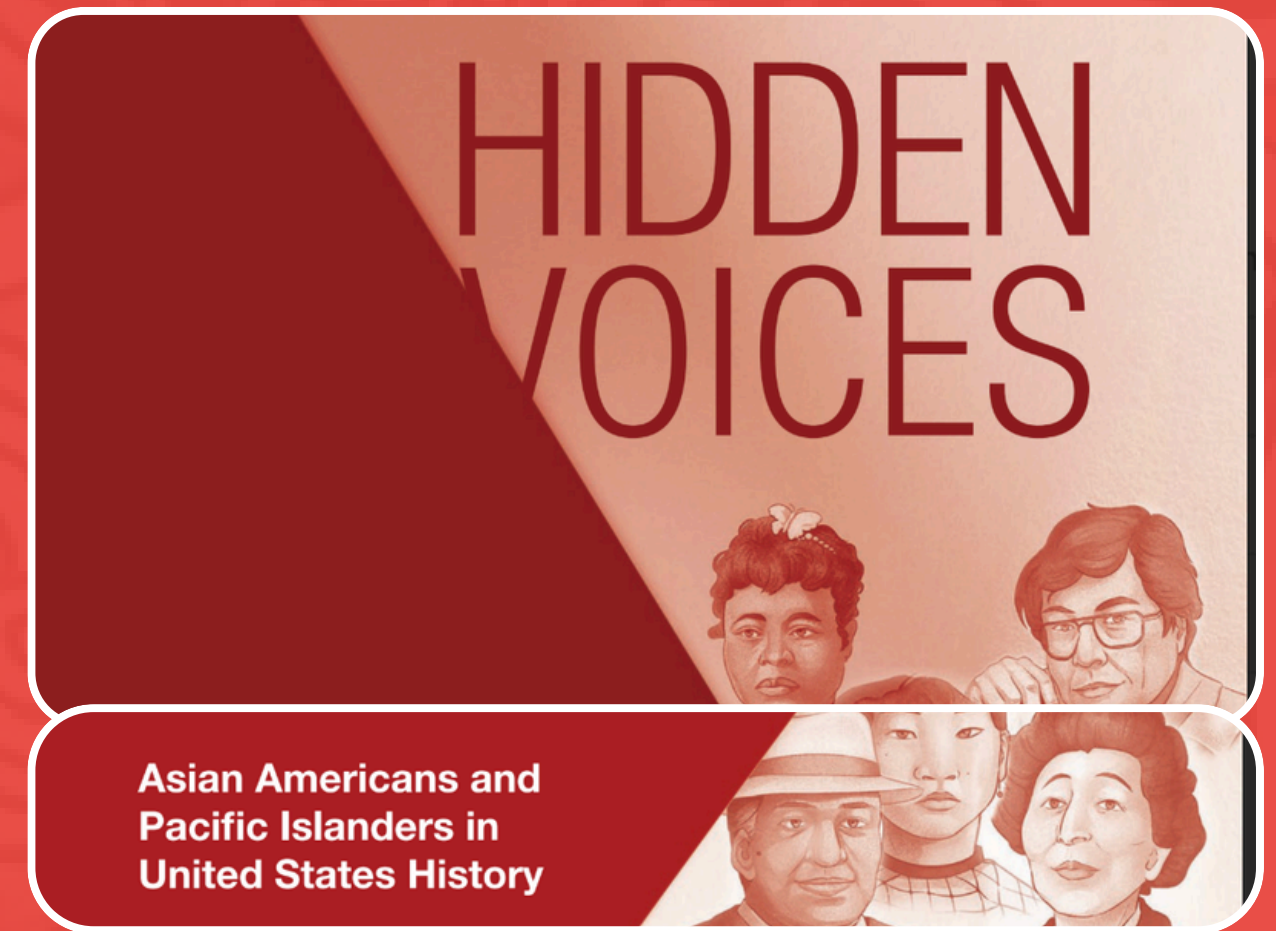
INTRODUCTION

BACKGROUND

- Leading a community-action project as a member of the AAPI Commission's Youth Council
 - Felt invisible at times, especially with SHS having only ~5% Asian population
 - Desire to address gaps within the current school curriculum
- Original idea → Crafting a proposal to establish an Asian American History/Experiences course



The Commonwealth of Massachusetts
Asian American and Pacific Islanders Commission



PROJECT OVERVIEW

Working to amplify AAPI voices through implementing culturally inclusive and comprehensive lessons into pre-existing curricula at Somerville High School.



COLLABORATIONS

CONNECTED WITH BOTH THE SOMERVILLE HIGH SCHOOL AND THE CAMBRIDGE RINDGE AND LATIN SCHOOL HISTORY DEPARTMENT



MEETINGS

MET WITH MS. JENNY CHUNG, TEACHER OF THE ASIAN AMERICAN EXPERIENCES HONORS COURSE AT CRLS



WORKSHOPS

ATTENDED AN ONLINE WORKSHOP FROM THE YURI EDUCATION PROJECT, BEYOND MARGINS: AAPI HISTORY 101

STEPS TO SUCESSSS

UNDERSTANDING HOW TO INTEGRATE INCLUSIVE CURRICULUM

- Learning practical ways to integrate AAPI history into schools using YURI's TRACE method (Professional learning, advising, and curriculum development)
- Priority areas determined: Model Minority Myth background, Beginning of birthright citizenship with United States v. Wong Kim Ark



OUTCOMES

LESSON CREATION & INCORPORATION

Case Study

LA Chicano Student Walkouts (1968)
Young Lords Hospital Occupation (1970)
Greensboro Sit-Ins (1960)
Montgomery Bus Boycotts (1955)
March from Selma to Montgomery
504 Sit-Ins for Disability Rights (1977)
United Farm Workers Strike and Grape Boycott (1965)
Mississippi Freedom Democratic Party (1964)
Stonewall (1969)
Women's Strike for Equality (1970)
Third World Liberation Strikes (1968)
The Yellow Power Movement (1960s-1970s)

Simple additions can also be made! For instance, adding the Third World Liberation Strikes & the Yellow Power Movement as case studies

- Worked closely with SHS's 10th Grade History Department
 - Recognized that all high school students must take U.S. History Themes
- Determined key units where AAPI-focused lessons could be integrated
 - Unit 4: Immigration & Unit 7: Civil Rights Movement
- Utilized online resources
 - Immigrant History Initiative
 - AAPI History Hub
 - South Asian American Digital Archive (SAADA)

EXAMPLE LESSONS

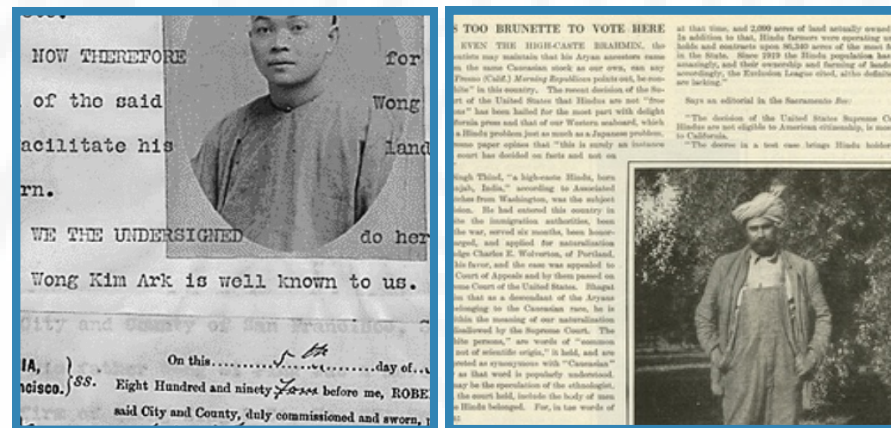
ASIAN AMERICANS & BIRTHRIGHT CITIZENSHIP

Citizenship & Identity

Who gets to be American?

An exploration of how Asian Americans shaped citizenship in the United States and challenged exclusionary policies, redefining who is considered American

Landmark Asian American Supreme Court Cases

HOW THEREFORE of the said facilitate his rn. WE THE UNDERSIGNED do hereby certify that Wong Kim Ark is well known to us. On this... day of... Eight Hundred and ninety... before me, ROBE said City and County, duly commissioned and sworn,

TOO BRUNETTE TO VOTE HERE EVEN THE HIGH-CASTE BRAHMIN, the most common that his Asian ancestors were in the name Caucasian stock as our own, can say (1882) following regulations regarding "immigrants" in this country. The most decisive of the part of the United States that Hines are not "free" has been held for the most part with delight... High Thind, "a high-caste Hindu, born in India," according to documents filed with the Immigration authorities, from the way, arrived six months, been investigated, and required the same Court of the United States. Bhagat Singh that he is a descendant of the Aryans... that word is properly understood, may be the operation of the ethnographic... the most held, inside the body of men of Hindu blood. For, in law words of

CROSS-RACIAL SOLIDARITY MOVEMENTS

CROSS-RACIAL SOLIDARITY & ASIAN AMERICA

CROSS-RACIAL SOLIDARITY MOVEMENTS

& the Formation of Asian American Identity

Immigrant History Initiative

This worksheet/slide deck was adapted from materials developed and owned by Immigrant History Initiative, Inc. (<http://www.immigranthistory.org>).



Asian Americans & Activism

Photo: Asian Americans for Peace rally for an end to the Vietnam War through the streets of Los Angeles Little Tokyo on Jan. 17, 1970, from NBC News

Case Name: _____ Group Members: _____

WHO GETS TO BE AMERICAN?

Today we are exploring how laws have defined who is included and excluded as Americans through analyzing significant Supreme Court Case outcomes.

Write 3-4 sentences summarizing the case (What happened? Who is involved? What law is being challenged?)

Do Now - Videos

Introduction to Wong Kim Ark & Bhagat Singh Thind

As you watch, take notes on...

- Who is this person?
 - Where were they born?
 - What is their background?
- What problem did they face?
 - What law or policy affected them?
 - Why were they denied rights?
- What was their argument?
 - What did they claim about being American?
- What did the government say?
 - How did the law define them?
 - Were they successful?

The South Asian Influence - Note-Taking Worksheet

Name: _____ Date: _____

Vocabulary:

- Ashram:** a secluded dwelling of a Hindu sage
- Caste system:** a system of social classes that restricts the occupation of their members and their association with the members of other castes
- Desegregate:** to eliminate segregation by race
- Disciple:** a person who assists in spreading the doctrine of another person.
- Nonviolence:** abstaining from violence as a matter of principle
- Nonviolent direct action:** Nonviolent resistance to injustice. More than 250 forms of nonviolent direct action have been identified, including marches, boycotts, picketing, sit-ins and prayer vigils to name a few
- Nonviolent civil disobedience:** The act of openly disobeying an unjust, immoral or unconstitutional law as a matter of conscience, and accepting the consequences, including submitting to imprisonment if necessary, to protest an injustice
- Pacifist:** a person who opposes war or violence as a means of settling disputes

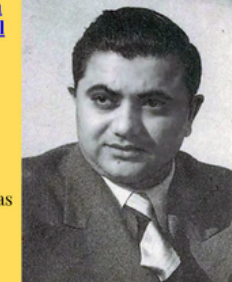
Key Themes and Main Ideas: _____

Notes and Questions: _____


Read the [South Asian Influence on the Civil Rights Movement Essay](#)

Complete the [Note-Taking Worksheet](#), paying close attention to key themes and main ideas

Write a summary of the text in 2-3 sentences:



Left: Krishnalal Shridharani (1911-1960) was a journalist and poet who spent twelve years studying in the United States. Shridharani was a disciple of Mahatma Gandhi.



Right: This is an image of a 1964 fair housing protest in Seattle, Washington. Two protesters sit in front of Picture Floor Plans, Inc., a realtor office.

South Asian Influence on the Civil Rights Movement Essay

Name: _____ Date: _____

In the 1960s, the United States was immersed in the Civil Rights Movement, a struggle for justice and equal rights led by Black Americans. Dr. Martin Luther King Jr. is widely recognized as one of the leaders of the movement, and he has often credited Mahatma Gandhi as a major source of inspiration. Gandhi led a movement to liberate India from British rule and espoused the idea of nonviolence. Dr. King embraced nonviolence in his philosophy and work in the especially in his earlier days.

However, Gandhi was not the only South Asian influence on the Civil Rights Movement. Manmohan Nath Chatterjee and Krishnalal Shridharani, South Asian American activists, also played important roles in the fight for liberation.

Manmohan Chatterjee was born in India. He was a personal friend and confidant to Gandhi. Chatterjee attended universities in Scotland, Germany, and the United States, and spent 31 years as a Professor of Social Sciences at Antioch College in Yellow Springs, Ohio. Based on his lived experiences in India, Europe, and the United States, Chatterjee had a deep understanding of both the East and the West.

While a professor at Antioch College, Chatterjee helped six white students establish Ahimsa Farm in Yellow Springs, Ohio, an ashram cooperative community based on Gandhi's teachings where students studied nightly and engaged in lively political discussions. Although Ahimsa Farm welcomed people of all races to join, it was never integrated. However, members of the group participated in other causes, most notably the years-long campaign to desegregate Garfield Park swimming pool in Cleveland. In 1941, black and white students entered the pool together as an act of nonviolent direct action against segregation. They were met with aggression from many white swimmers, but continued the protest throughout the summer. The Garfield Park protest served as a model for the Congress of Racial Equality (CORE), a Civil Rights organization with pacifist roots that sought to use nonviolent direct action to fight racism and encourage cooperation between interracial communities. Members of CORE eventually took over leadership of the Garfield Park protests, and the pool was finally desegregated in

Exploring key cases (United States v. Wong Kim Ark & United States v. Bhagat Singh Thind) and how they directly influenced modern birthright citizenship

Examining how South Asians influenced non-violent tactics, along with how the Asian American movement stemmed from the Black Power movement

NEXT STEPS

BROADENING IMPACT AND REACH

CREATING MORE AAPI-FOCUSED LESSONS

Currently working on lessons surrounding the Dot Busters Gang in New Jersey and the novel *Made in Asian America: A History for Young People*

EXPANDING REACH

In the future, I hope to expand to more classes (other history courses and/or English courses) to reach a larger population of students and utilize an interdisciplinary approach

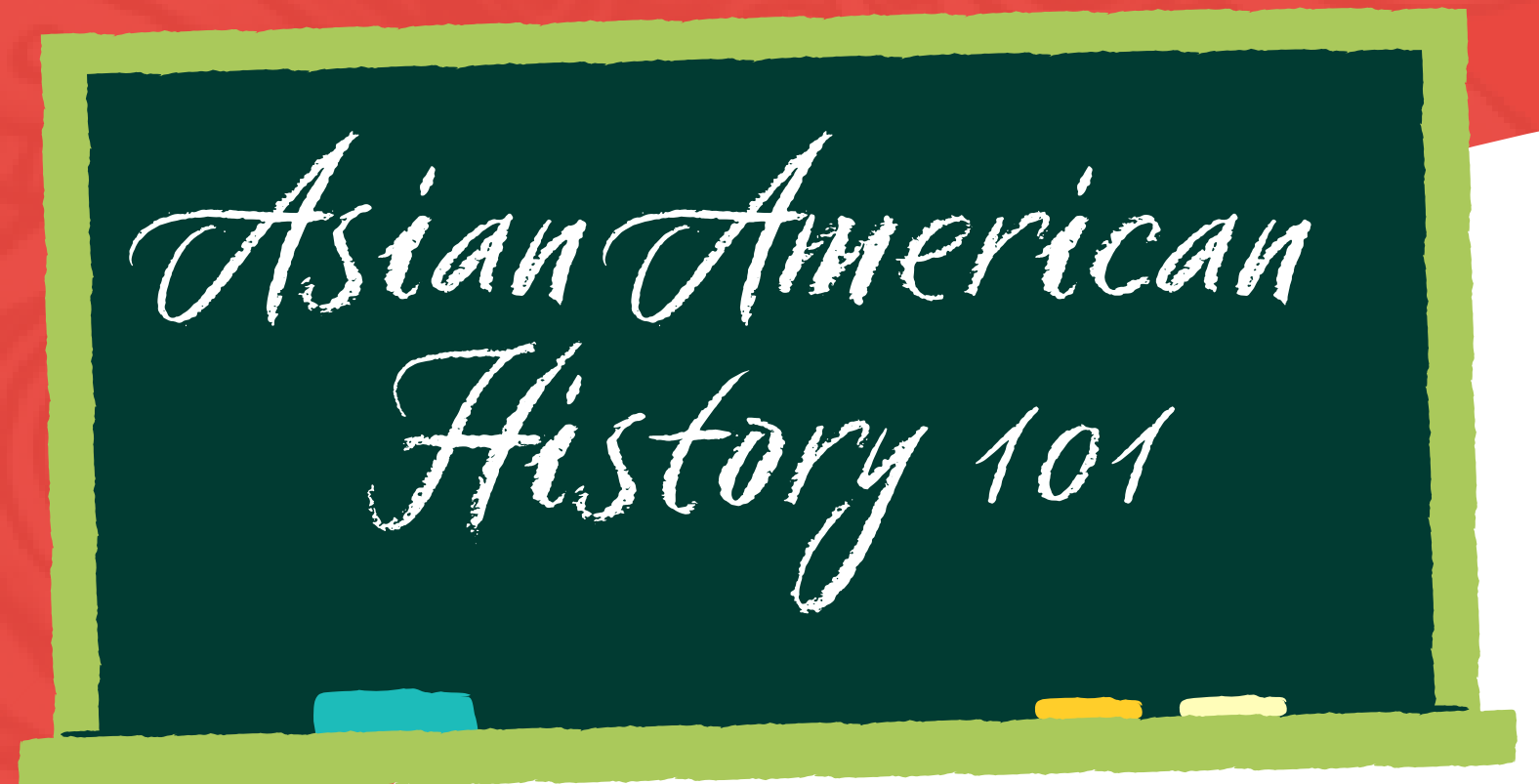
ELECTIVE PROPOSAL

Striving to continue working with the SHS History Department to spearhead the creation of a proposal for an Asian American History and/or Experiences Elective

REFLECTION

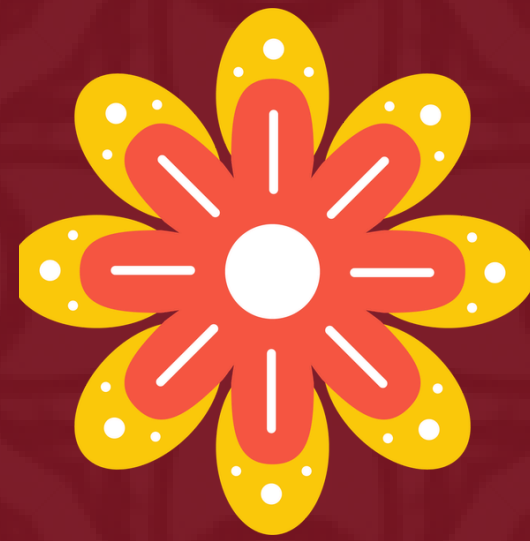
AND GRATITUDE!

- Felt extremely passionate about taking on this initiative
- Deeply grateful for all the support from the SHS History Department
 - Special thank you to all our amazing history teachers!
- Ran into initial challenges with time management and the scope of the project, but was able to persevere
- Excited to continue advocating for and amplifying AAPI voices in our curriculum



Meeting with Ms. Chung!

THANK YOU SO MUCH!



ANY QUESTIONS?