



Note to Instructors

Welcome and thank you for teaching this course.

The object of the course is simple: to educate young people about the rich history of Chinese people in America, which is often left out of textbooks. We originally designed this course to teach young Chinese Americans in Chinese Schools; however, the curriculum can be easily adapted to other educational environments. We were inspired to start teaching this course because of anti-immigrant beliefs and policies that have resurfaced in force over the past several years. Many of the same things that have happened to Chinese immigrants in the past are happening again today to other immigrants, including newly arrived Asian immigrants. Rhetoric used to justify Chinese Exclusion included arguments that Chinese immigrants could never become American because they're dirty, dangerous, and unassimilable. Contemporary parallels to this kind of language are everywhere, with the current U.S. president as the most vocal mouthpiece. These racist ideas are effectively deployed to garner widespread support for discrimination and exclusion.

Asian Americans are the fastest growing demographic among undocumented immigrants in the United States today, and we believe that the knowledge imparted by this course will resonate with our students, even as certain parts of the Chinese community grow more conservative. As such, we hope that three overarching themes of the course will help develop young people into leaders for a more just, inclusive, and colorful America.

- 1) **Social Justice.** Many of the problems that we face today as a community stem from the same fundamental problems of racism and xenophobia that plagued Chinese communities a hundred years ago. The course's topics aim to gradually introduce students to complex theories behind a progressive vision for social justice, including ideas like systemic white supremacy. We hope you will leave your students with a critical framework they can use not only to understand our current reality, but also to imagine a better future.
- 2) **Community.** In many ways, things seem to have come a long way from the time of Chinese Exclusion. Some of that is because of historical coincidence, but most of it is because of the courage of communities to take action against injustice and inequality. There is power and hope in building community, and the foundation of building pan-ethnic coalitions rests on empathy and understanding. We hope that this course will show your students

the importance of taking action, as well as the value in working with other communities.

- 3) **Voice.** The value of this course is premised on the idea that knowledge is power, and that education can unify and galvanize communities. Common experiences tie the Asian American community together, but these perspectives and voices have been silenced in mainstream history classes. We must regain the power of these common narratives by remembering them and passing them on. Ultimately, we want students to leave the course with the understanding that the history of the Chinese in America is part of their heritage, and to never doubt that their voice and their story have power. And we hope they will one day use that power to improve the world that we live in.

We wish you luck, and we hope you will find teaching this course as rewarding as we did!

Happy teaching,

Julia Wang & Kathy Lu



How to Use this Guide

Based on the needs of the pilot program in New Haven, this curriculum was built as a **semester-long class** comprising eleven class sessions, including one introductory session attended by interested parents and one end-of-semester “celebration” session, where families are invited to come see the students give final presentations. Our pilot program model used two co-teachers who jointly taught the class in a local Chinese School every week. Each class session is designed to take **45 minutes** to teach, but can be easily adapted to be shorter or longer depending on your individual educational needs.

We have found that **high school students** are the most suited to learning the class material. They have often already learned important foundational information from other parts of U.S. history, such as the Civil Rights Movement and World War II, and they tend to be mature enough to handle the more difficult topics, such as anti-Asian violence.

The start of each lesson plan begins with a **Key Ideas** section meant to summarize the most important takeaways each student should learn by the end of the lesson. The Key Ideas section is then followed by a list of **Required Materials**. Throughout each lesson plan, we include tips for instructors, such as optional details to add or questions to ask students, as **Suggestions** that are marked by the lightbulb icon.

As you will see, class sessions typically take the following format:

- 1) **Journal Reflections:** At the start of the class, students spend about five minutes sharing what they wrote in response to the previous week’s journal prompt.
- 2) **Class Presentation & Discussions:** The class then transitions into teacher-led lectures. These presentations **should not take longer than 25 minutes**, and they should be guided with visuals from a Class PowerPoint (see attached PowerPoint folder). Discussions are typically interspersed throughout the presentation.
- 3) **Journaling:** Classes will usually end with students spending 5-8 minutes writing in their journals in response to the given prompt.

General Teaching Tips

- This class is designed for **co-teachers**, which also builds in leeway for occasional absences due to illness. We have found it most effective to have co-teachers alternate between leading discussions versus giving presentations. Ex: Teacher A will give the lecture while Teacher B will lead the interspersed discussions in one week, and the positions will be flipped the next week. This kind of set arrangement keeps classes as organized as possible even with multiple teachers.

- Because discussions are a big emphasis in the class, we recommend arranging the seats into a **large circle** so that students can see each other's faces.
- Chinese Schools and other heritage language schools typically take place over the weekend or during weekday evenings, and students may find it difficult to focus. To help combat this, make the class presentations as **interactive** as possible, and ask questions of the students even when not specifically built into the curriculum.
- We find that using Powerpoint presentations with mostly **visual sources** have been effective in keeping the students' attention and inspiring questions and discussion. To that end, we have attached a visual companion of helpful images with their sources in the Appendix—but these images should only be a starting point! Take the time to search for other pictures that will make your lecture more engaging. Please cite their sources in your Powerpoint to indicate that the images' usage fall under Fair Use in the Copyright Act.
- High school students may be a little rowdy, so reference the **ground rules** (outlined in the **Introductory Session**) whenever necessary to reinforce them. Otherwise, letting things slide may make the class unmanageable later on.
- Some high school students will already be conditioned to **take notes** throughout the session. If they are, encourage them to do so, as it will help with information retention. If they do not take notes automatically, however, we recommend letting them simply listen. We have found that the class material is engaging enough to hold students' attention without forcing them to take notes, and we are hoping to make the class somewhat of a safe haven from the drudgery of high school.
- You should use your budget to obtain nice mini-size journals for the students—it's always more fun to write in something prettier. *We highly recommend **collecting the journals*** at the end of each class and storing them for students during the week. Otherwise, students will inevitably forget the journals at home, causing unneeded hassle.

Reading List

Instructors are encouraged to read through the following book list before teaching the course, especially if you do not have a strong background in Chinese American history already. Articles and specific chapters in each book are highlighted below as **must-reads** if time is limited and indicate for which class they would be most helpful.

- *The Making of Asian America*, Erika Lee (2015)
 - Introduction & Chapter 1 (Lesson 1)
 - Chapters 3-4 (Lessons 2-3)
 - Chapter 9 (Lessons 4-6)
 - Chapters 12-13 (Lessons 4-6)

- *A New History of Asian America*, Shelley Sang-Hee Lee (2014)
 - Chapter 2 (Lesson 1)
 - Chapter 6 (Lesson 4)
 - Chapter 8 (Lesson 5)
 - Chapters 11-12 (Lessons 6-7)
- *The Good Immigrants: How the Yellow Peril Became the Model Minority*, Madeline Hsu (2015)
- Uyematsu, Amy. “The Emergence of Yellow Power in America (an excerpt).” *Gidra*. October Issue. 1969. <https://www.dartmouth.edu/~hist32/Hist33/Uyematsu.PDF>
- Ishizuka, Karen. *Serve the People: Making Asian America in the Long Sixties*. Verso, 2016.



LESSON FIVE | The Second Generation & World War II

Key Ideas:

- *By the 1920s, a new generation of Chinese Americans had emerged, with different senses of identity than their predecessors. This marked the Second Generation of Chinese in America.*
- *While the Second Generation comprised U.S. citizens, they still experienced different treatment than their non-Chinese counterparts and did not enjoy full rights as citizens due to their race and ethnicity.*
- *World War Two was a turning point for the way that Chinese Americans and Japanese Americans were viewed because of the war being fought in the Pacific Theater.*
- *Chinese Americans gained elevated status due to the alliance between the U.S. and Nationalist China (led by Chiang Kai-shek), leading to the repeal of the Exclusion Act in 1943. However, the Communist takeover of China led to suspicion of Chinese Americans during the Cold War.*

- Materials:** 1) Class PowerPoint (including *Life* magazine feature)
2) Whiteboard markers or chalk
3) Student journals

I. Who else immigrated to the United States leading up to WWII?

- During the nineteenth and the early twentieth century, other groups of Asian immigrants also moved to the United States, including Japanese, Korean, Filipino, and South Asian people.
- Similar to Chinese immigrants, these other communities of immigrants also faced discrimination. Immigrants from other Asian countries faced restrictive quotas and experienced discriminatory laws forbidding them to have legal rights such as citizenship and interracial marriage.
- In 1905, the Gentleman's Agreement signed between Teddy Roosevelt and the Japanese government provided that the Japanese government would restrict people from leaving Japan to immigrate to the U.S.
- In 1917, the Immigration Act formally prohibited immigration from East Asian countries into the United States.

II. How did World War II affect how these different groups of Asian immigrants were treated?

- World War Two was important in changing how Japanese Americans and Chinese Americans were viewed, but in vastly different ways.
- To understand why this happened, we have to look to what was going on in Asia.
- Japan bombed Pearl Harbor on December 7, 1941 and the United States entered the war, first against Japan and later against Germany.
 - The war, however, had been happening in Asia for several years before then. Japan invaded Manchuria, in what is today northeastern China, in 1931; in 1937, the second Sino-Japanese War officially began after Chinese and Japanese troops clashed at Marco Polo Bridge (just outside Beijing).
 - The Chinese government (Nationalist at the time) allied with the United States, which helped the war effort against Japan. Madame Chiang Kai-shek, the beautiful English-speaking wife of the leader of the Nationalists in China, became a famous symbol of Chinese friendship and admiration. She campaigned in the United States for support in China's war efforts against the Japanese, and was the first Chinese and only second woman ever to address both houses of Congress! She was frequently on "Best Dressed Women" lists in *Time* and *Life* magazines.



Suggestion: Highlighting Song Meiling (Madame Chiang) can be interesting for students because she was a strong female figure of the time period, and she also managed to win an astonishing level of celebrity in America. As a result, she was instrumental for securing American aid in the war.

- As a result of the war, Japanese Americans were seen as suspicious, while Chinese Americans were portrayed as allies or "good Americans."
 - Executive Order 9066—Japanese Americans were all put into "war relocation camps;" their loyalties were questioned.
 - Note that this did not happen to German-Americans, even though the U.S. was also fighting against Germany.
 - Chinese Americans were seen as "good Americans," and Chinese American communities took up the war effort.
 - E.g. the 14th Air Service Group; Flying Tigers—fought for the U.S. in the war
 - They distinguished themselves from Japanese Americans by wearing badges indicating that they were of Chinese descent.
 - *Life* magazine ran a feature on how to tell Chinese and "Japs" apart, with side-by-side photos.



Suggestion: The Life magazine feature should be included in this lesson's PowerPoint and is a good opportunity to make the presentation more interactive. You can ask students what they see in the feature, and what their reactions are.

- 1943—Magnusson Act repealed the Chinese Exclusion Act.



Discussion Module (10 min.)

What factors do you think led to the repeal of the Chinese Exclusion Act? What do you think were America's primary motivations in doing so?

Should we care that the repeal was primarily due to foreign policy reasons, rather than genuine remorse or anti-racism?

Suggestion: Students may be interested to learn that Song Meiling's influence in the U.S. government was one pivotal factor leading to the repeal. Encourage students to think about how prominent figures in China influenced treatment of immigrants in the U.S.



Journaling Module (10 min.)

What do you think about the different treatment of Japanese Americans versus Chinese Americans during the war? Do you think it was right for Chinese Americans to find ways of distinguishing themselves from Japanese Americans?



LESSON SIX | The Civil Rights Movement & the Immigration & Nationality Act

Please note that this lesson in particular is quite long and discusses the Civil Rights Movement in some detail. Depending on your class format, you may find it most effective to split the lesson into two separate class sessions. Or, if your class has already covered the Civil Rights Movement, you may omit the relevant sections.

Key Ideas:

- *The Civil Rights Movement is an oft-studied topic in schools, but the focus has traditionally been on the efforts of a few prominent individuals, such as Martin Luther King Jr. and Rosa Parks.*
- *However, the Civil Rights Movement had its roots in grassroots organizing, which required the efforts of thousands of individuals planning and participating in protests, boycotts, and marches.*
- *The key pieces of legislation that came out of the Civil Rights Movement were: 1) The Civil Rights Act (1964), 2) The Voting Rights Act (1965), and 3) the Immigration and Nationality Act (1965). Civil Rights activists opposed the racist immigration laws that existed throughout early 20th century and also championed for the passage of more equal immigration laws.*
- *The Immigration and Nationality Act of 1965 changed immigration patterns to the United States and allowed many more Chinese and other Asian immigrants to come to the United States.*

- Materials:**
- 1) Class PowerPoint
 - 2) Whiteboard markers or chalk
 - 3) Student journals
 - 4) Video on Chinese Americans in the Mississippi (online)

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- I. **Journal Reflections** (5 min.)
 - Ask students to share what they wrote during last class's journaling session.
 - II. **What was the Civil Rights Movement?**
 - Play the first 3-4 minutes from an AJ+ segment about Chinese Americans in the Mississippi (available at <https://www.youtube.com/watch?v=2NMrqGHR5zE>).



Discussion Module (5 min.)

What have you learned about the Civil Rights Movement in school?

Suggestion: Key ideas or people will likely include MLK Jr., Rosa Parks, Montgomery bus boycott, segregation, Brown v. Board of Education, etc.

- After the Civil War and Reconstruction, the southern states instituted a system called “Jim Crow” that made African-Americans second class citizens. These state laws made it very hard for them to vote, participate in politics, go to school, get paid equally, or obtain justice under the law. Lynchings occurred frequently and with impunity.
 - Example: Emmett Till
- African-Americans were required by state law to go to separate schools, use separate restrooms, eat at separate restaurants, sit in the back of the bus, etc. in a system known as segregation. They were not allowed to marry people outside of their own race in many states.



Suggestion: Connect segregation to the laws imposed in the West on Chinese Americans and other Asian Americans.

- Beginning as early as the 1930s, African-American community leaders began targeted campaigns to combat Jim Crow laws and violence against African-American communities.
- The Movement culminated in the early 1960s with large protests and boycotts against segregation and led to the passage of several laws that eliminated segregation in places like schools and public spaces and protected African-Americans’ right to vote.
 - Note that the Civil Rights Movement’s success in passing the Civil Rights Act (discussed below) also eliminated these restrictions against Asian Americans.

- **Timeline of Civil Rights Movement**



This timeline is provided mostly for the benefit of instructors. You will likely not have time in class to go into detail about these events, but it may be a good idea to highlight for students a few of the most significant milestones.

- 1948: Executive Order 9981 (desegregated the armed services post-WWII)
- 1954: *Brown v. Board of Education* (desegregated public schools)
- 1955- Montgomery Bus boycott

- 1957- Desegregation at Little Rock. Protest of black students going to a Little Rock high school (the Little Rock Nine) got so bad that Eisenhower had to send in the Arkansas National Guard.
- 1960- Lunch counter sit-ins. Student protestors would sit in at lunch counters until they were acknowledged and served food. If arrested, other students would take their place.
- 1961- Freedom rides. In 1960, the Supreme Court decided that interstate travel should not be segregated. White and black people traveled on buses together in the face of violence and death to enforce this law (Student Nonviolent Coordinating Committee).
- 1963- March on Washington to promote civil rights, where *I have a dream* speech was given. Also of note: Pauli Murray, Jane Crow, and the fight against sex discrimination.
- 1964- Freedom Summer. Freedom schools teaching black history and “Citizenship curriculum” were established, and voter registration drives were held.
- 1964 - Civil Rights Act passage
- 1965- Selma, Edmund Pettus Bridge. During the Bloody Sunday voting rights march, Alabama police attacked protesters, leading to the Voting Rights Act.

III. The Civil Rights Movement succeeded because of organizing campaigns that unified the strength of communities

Case Studies:

1. Montgomery bus boycott

- Considered the first large-scale U.S. demonstration against segregation. The boycott took place for over a year, from Dec. 5, 1955 to Dec. 20, 1956.
- The boycott was sparked by the arrest of Rosa Parks, who refused to give up her seat on a bus. The City Ordinance required African-Americans to give up their seats for white passengers if the “white section” of the bus was filled.
- Rosa Parks, the secretary of the local chapter of the NAACP, was selected to represent the cause of desegregating the bus system in Montgomery. Her arrest became the call for the boycott.
 - The Women’s Political Council (a group of black women working on civil rights) circulated flyers calling for a bus boycott on December 5, the day Parks was to be tried in court.
 - News of the boycott plan spread: African-American leaders lent their support to the plan, black ministers announced the boycott in church on Sunday, December 4, and the African-American newspaper in Montgomery published a plan for action.
 - African-Americans represented more than 75% of the bus ridership in Montgomery, and for a whole year, carpools and cheap taxi rides were organized so that people could keep up the boycott. Many others also chose to walk to work.

- Ultimately, the busing law was invalidated in Montgomery federal court thanks to the five black women who brought the case. The boycott reached national attention and highlighted the struggle for civil rights across the nation.



Suggestion: Emphasize the role of ordinary individuals, local organizations, and women.

2. *Freedom Summer* (teaching black history, “Citizenship curriculum”)

- In 1964, the local Council of Federated Organizations working with the national civil rights groups SNCC and CORE launched a voter registration project in Mississippi.
 - MS was chosen because of its historically low levels of African-American voter registration (less than 7% of the state’s eligible black voters were registered to vote in 1962).
 - Black Mississippians and more than 1,000 out-of-state and mostly white volunteers organized voter registration drives. They established “Freedom Schools” and held courses on black history, including a “Citizenship curriculum.” The schools were meant to continue the efforts to improve voter registration.



Suggestion: Connect these schools to efforts to have African-American history taught in schools, and why there should be similar Asian American history curriculum now.

- Their efforts were met with resistance and violence by the local police, KKK, and even state authorities.
 - Three men working on the project—two white and one black—were found beaten to death, and their deaths led to a national outcry and precipitated the passage of the Civil Rights Act



Suggestion: If the students are a bit older, you may find it interesting to spend time talking through the optics of two white men who died for this cause and the division it created.

IV. What was the Immigration and Nationality Act and why was it important?

- In 1965, Congress passed the Immigration and Nationality Act, which ended the national quota system that had previously dominated U.S. immigration law (beginning with the Chinese Exclusion Act).
- The passage of the Act led to significant increases in immigration, particularly from Latin America and Asia, countries whose citizens had been severely restricted from coming to America.
- Some statistics:

- Between 1911-1920, about 5.74 million immigrants entered the country, mostly from Europe.
- During 1980s, a record 7.34 million immigrants came in to the United States. More than 80% of all immigrants came from either Asia or Latin America.
- **Several events led to the passage of the INA:**
 1. The Cold War:
 - a. Communist takeover of China in 1949
 - b. Competition in the scientific sphere, especially the arms race: U.S. recruited Chinese scientists to come and conduct research. There was the creation of a visa scheme in the 1950s for scientists from Asia.
 - This was advantageous to the U.S., who could make sure these skilled scientists did not work for the Soviet Union instead.
 - The INA preferred immigrants who had “advantageous” skills.
 2. The Civil Rights Movement
 - a. The passage of the Civil Rights Act in 1964 eliminated the racist legal hierarchy of segregation; African-Americans and all people of color could not be discriminated against in public accommodations, employment, etc.
 - Civil rights leaders also called to end racist immigration quota systems, seeing them as a form of oppression, like Jim Crow.
 - b. The INA eliminated racial quotas that created in effect a “second class” in immigration.
- Three major changes enacted in the INA:
 - Abolished national origins quotas
 - Established preference categories based on family reunification and professional skills, which advantaged Asian immigrants (recall the visa scheme of the 1950s)
 - Established a global cap on immigration.
- Huge impact: Many more professional, highly skilled individuals were admitted under the employment preference categories
 - Began to lay the foundation for the model minority myth, building off of the “good Asian” stereotype that was already constructed during the WWII war effort, as well as the student population that was never officially excluded under the Exclusion Act.



Journaling Module (6 min.)

Did any of this history surprise you? How is it different than what you learned in school?

LESSON FIVE: Second Generation and World War II

Japanese sugar plantation workers in Hawaii in 1890, from immigrationtounitedstates.org:



Punjabi family in America in 1900, from the Asia Society:



Japanese troops in China during WWII, from Sino-American Relations:



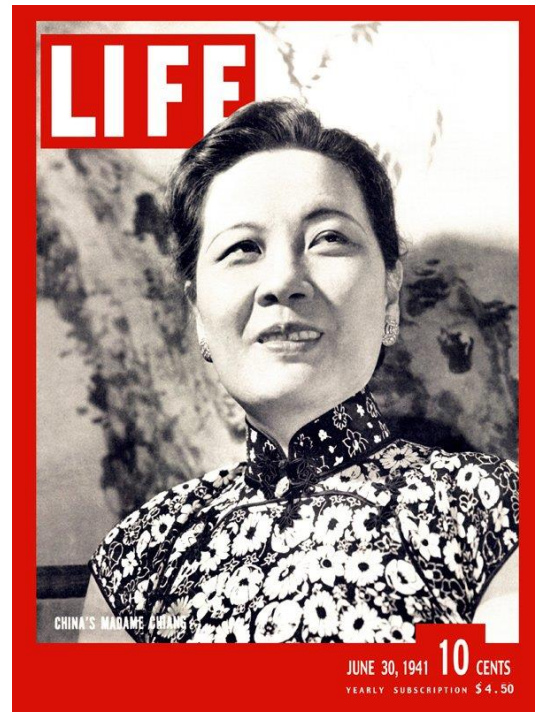
Soong Meiling (Madame Chiang) with Eleanor Roosevelt, from ChinaFile:



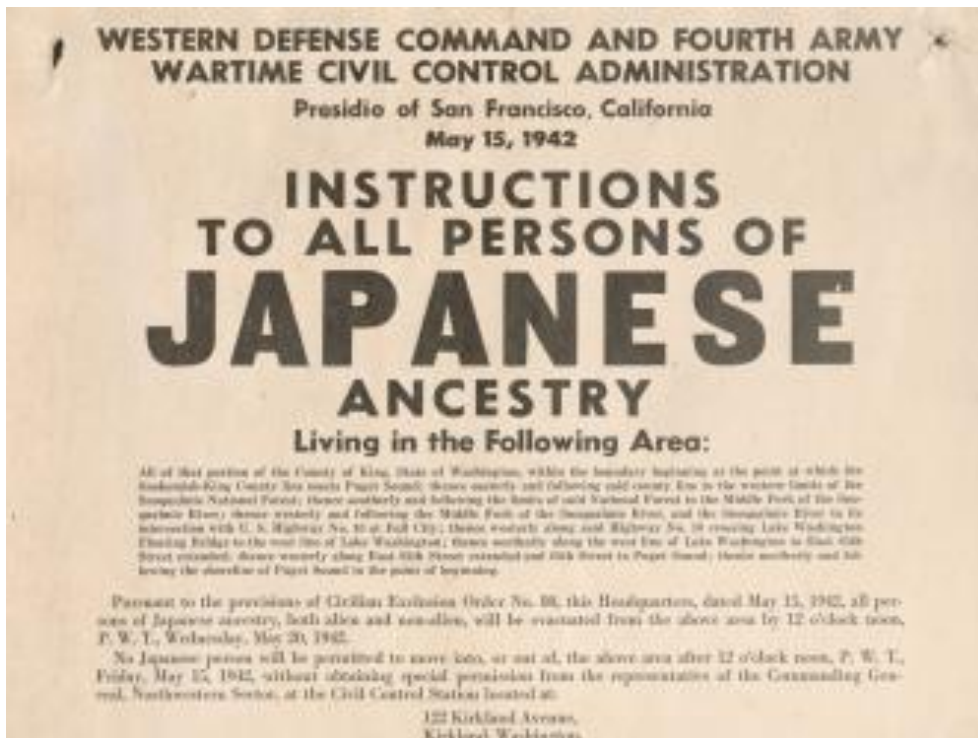
Madame Chiang Kai-Shek, from Time:



Madame Chiang Kai-Shek, from Life:



Japanese internment executive order, from history.com:



Japanese concentration camp at Manzanar, from NPR:



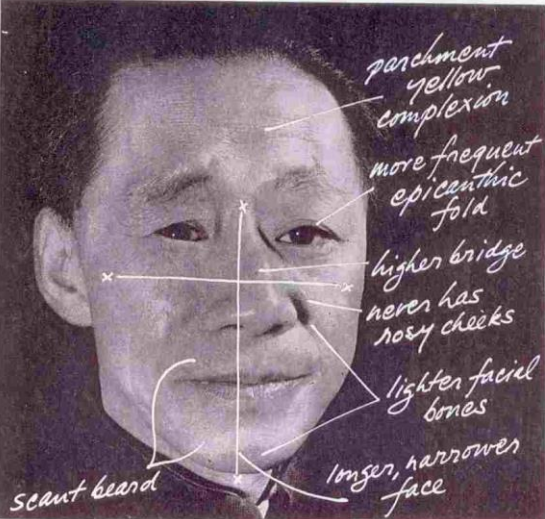
Japanese Americans in concentration camps, from Seattle Times:



WWII magazine cover, from Museum of Chinese in America (New York):



Life Magazine feature (Dec. 22 1941):



parchment yellow complexion
more frequent epicanthic fold
higher bridge
never has rosy cheeks
lighter facial bones
longer, narrower face
scant beard

Chinese public servant, Ong Wen-hua, is representative of North Chinese anthropological group with long, fine-boned face and scant beard. Epicanthic fold of skin above eyelid is found in 85% of Chinese. Southern Chinese have round, broad faces, not as massively boned as the Japanese. Except that their skin is darker, this description fits Filipinos who are often mistaken for Japs. Chinese sometimes pass for Europeans; but Japs more often approach Western types.

HOW TO TELL JAPS FROM THE CHINESE

ANGRY CITIZENS VICTIMIZE ALLIES WITH EMOTIONAL OUTBURST AT ENEMY

In the first discharge of emotions touched off by the Japs' new assaults on their nation, U. S. citizens have been demonstrating a distressing ignorance on the delicate question of how to tell a Chinese from a Jap. Innocent victims in cities all over the country are many of the 75,000 U. S. Chinese, whose homeland is our staunch ally. So serious were the consequences threatened, that the Chinese consulates last week prepared to tag their nationals with identification buttons. To dispel some of this confusion, LIFE here adduces a rule-of-thumb from the anthropometric conformations that distinguish friendly Chinese from enemy alien Japs.

To physical anthropologists, devoted debunkers of race myths, the difference between Chinese and Japs is measurable in millimeters. Both are related to the Eskimo and North American Indian. The modern Jap is the descendant of Mongoloids who invaded the Japanese archipelago back in the mists of prehistory, and of the native aborigines who possessed the islands before them. Physical anthropology, in consequence, finds Japs and Chinese as closely related as Germans and English. It can, however, set apart the special types of each national group.

The typical Northern Chinese, represented by Ong Wen-hua, Chungking's Minister of Economic Affairs (*left, above*), is relatively tall and slenderly built. His complexion is parchment yellow, his face long and delicately boned, his nose more finely bridged. Representative of the Japanese people as a whole is Premier and General Hideki Tojo (*left, below*), who betrays aboriginal antecedents in a squat, long-torsoed build, a broader, more massively boned head and face, flat, often pug, nose, yellow-ocher skin and heavier beard. From this average type, aristocratic Japs, who claim kinship to the Imperial Household, diverge sharply. They are proud to approximate the patrician lines of the Northern Chinese.



earthy yellow complexion
less frequent epicanthic fold
flatter nose
sometimes rosy cheeks
heavy beard
broader, shorter face
massive cheek and jawbone

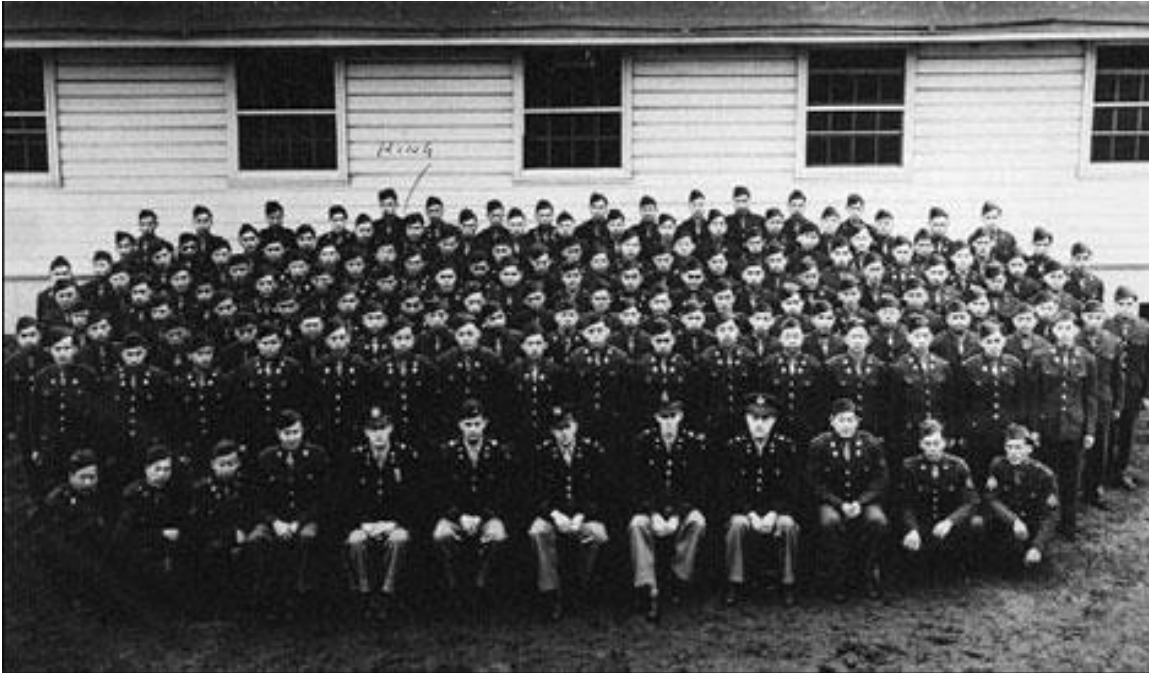
Japanese warrior, General Hideki Tojo, current Premier, is a Samurai, closer to type of humble Jap than highbred relatives of Imperial Household. Typical are his heavy beard, massive cheek and jaw bones. Peasant Jap is squat Mongoloid, with flat, blob nose. An often sounder clue is facial expression, shaped by cultural, not anthropological, factors. Chinese wear rational calm of tolerant realists. Japs, like General Tojo, show humorless intensity of ruthless mystics.



Chinese journalist, Joe Chiang, found it necessary to advertise his nationality to gain admittance to White House press conference. Under Immigration Act of 1924, Japs and Chinese, as members of the "yellow race," are barred from immigration and naturalization.

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*First American Volunteer Group (AVG) of the Chinese Air Force, aka “Flying Tigers,”
from pinterest.com:*



LESSON SIX: Civil Rights Movement & the Immigrant & Nationality Act

Little Rock Nine, from history.com:



Lunch counter sit-in, from britannica.com:



Rosa Parks, from historyextra.com:



Freedom Summer rally, from wbur.org:



Civil Rights Movement protest, from the New York Times:



Civil Rights Movement protest, from wnyc.org:



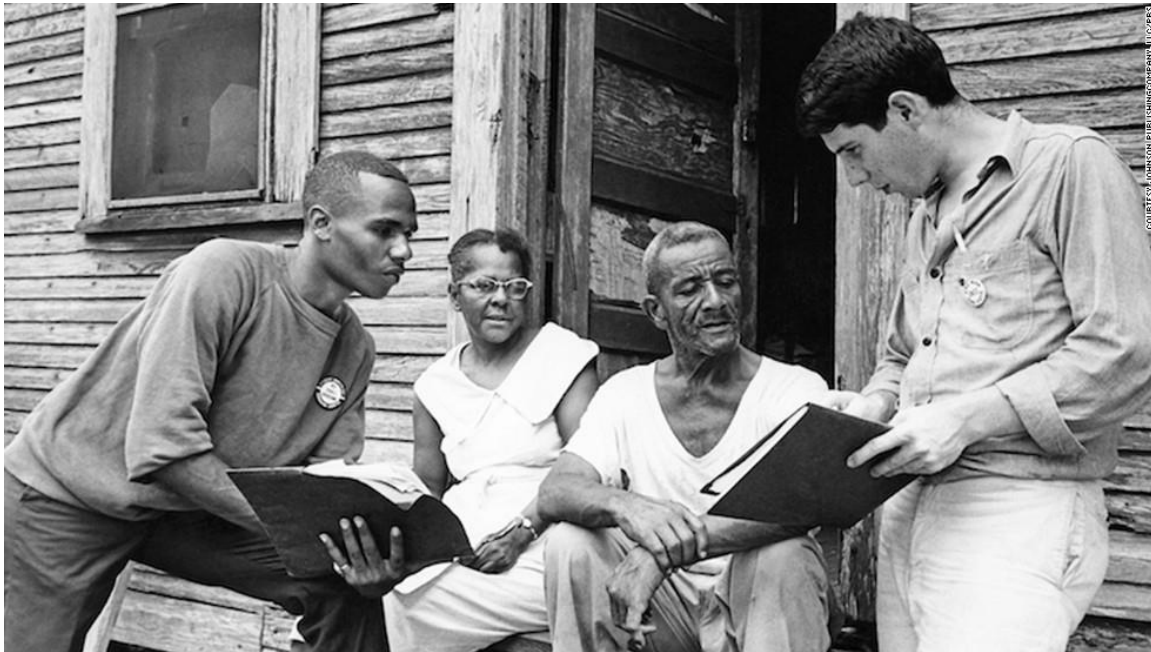
Montgomery Bus Boycott, from history.com:



Montgomery Bus Boycott, from blackpast.org:



Freedom Summer voter registration, from CNN:



Freedom Summer murders, from PBS:



President Lyndon B. Johnson signing the INA into law, from migrationpolicy.org:

