

## Public Input Template–2020 Ethnic Studies Model Curriculum May 2019 Draft

(Download and use to provide specific recommendations)

Include the chapter of the model curriculum, the page number, and line number(s) to ensure that the California Department of Education and Instructional Quality Commission can reference the content of the document when reviewing your comments. Please email this document as a Word document to [ethnicstudies@cde.ca.gov](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto:kmcdonal@cde.ca.gov) with any questions regarding this template or the public input process.

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 40, Row 771  Migration Additions: <ul style="list-style-type: none"> <li>Chinese &amp; Other Groups during Gold Rush</li> <li>Pacific Islander Militarism</li> <li>Yemeni/Arab American Farmers</li> <li>Japanese American Farmers &amp; Migrant Laborers</li> </ul>
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 151, Row 3068 <ul style="list-style-type: none"> <li>Expand: Pacific Island Militarism, Migration, Culture &amp; Climate Change</li> </ul>
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 152, Additions to Significant Figures: <ul style="list-style-type: none"> <li>Philip Vera Cruz</li> <li>Nagi Daifullah</li> <li>Chol Soo Lee</li> <li>Wong Kim Ark</li> <li>Mamie Tape</li> </ul>

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2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 154, Row 3142 Paragraph Please include Yemeni Americans as farmer communities who were part of the UFW, including the murder of Nagi Daifullah
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 164-5, Row 3361 <ul style="list-style-type: none"> <li>Row 3378: Add Tongan (e.g. Oakland has way more Tongan students than Samoan students)</li> <li>Additional Groups in Our Schools: Yemeni, Mongolian, Mien, Afghan, Iraqi</li> </ul>
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 164, Row 3380 Paragraph <ul style="list-style-type: none"> <li>The Asian American Political Alliance at UC Berkeley coined the term first.</li> </ul>
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 171, Row 3529 <ul style="list-style-type: none"> <li>The railroad was key to facilitating the expansion and cohesion of the U.S. economy, linking the East and West coast industries, cities and communities. This is important for students to understand.</li> </ul>
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 233, Arab American Section <ul style="list-style-type: none"> <li>It's important for students to understand that the Middle East encompasses some parts of the Persian world, and that communities from Afghanistan, Turkey, and Iran, for example, may be linked to the Arab world through religions and experience, but not language or culture. Understanding this is important to knowing how people of the Middle East have been lumped together and stereotyped.</li> </ul>

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2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	<p>Page 241-242</p> <ul style="list-style-type: none"> <li>There should be at least a few sentences about the history of Yemeni farmers in California, and how this has created an infrastructure for Yemeni refugees* of war to immigrate to the U.S., including the Bay Area. Having students think about who is counted as a “refugee” could be a good activity, since Yemeni immigrants are not classified as refugees, but they are very much coming from war and not classified due to politics. The Yemeni community in Oakland is quite large, and they own many of the corner stores throughout the entire Bay Area, are very active in business and the mosques across the area, and have mostly gone unseen and overlooked for too long. With increasing numbers of immigrants from Yemen because of the Saudi-led and U.S. supported war, in addition to the travel ban impacting this community unfairly, it’s important to include the history and present of Yemeni Americans in our curriculum.</li> </ul>
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	<p>Page 290, Row 6248</p> <ul style="list-style-type: none"> <li>Correct spelling “Sia Figiel”</li> <li>Add to list noted Tongan &amp; Fijian writer &amp; Oceania scholar Epeli Hau’ofa</li> </ul>
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	<p>Page 292, Row 6287</p> <ul style="list-style-type: none"> <li>Defining what COFA is/means would be helpful since much of the national advocacy refers to COFA, such as with the climate change efforts.</li> <li>Row 6292: Add Tonga as a big part of the California Polynesian community.</li> </ul>

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2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	U.S. History and Government classes in high school should include more learning on the Gold Rush & U.S. Immigration Policy through examination of the Chinese Exclusion Act. Why is there not a lesson plan on this? Students often tell me that they learned something about Chinese in the Gold Rush in 4 <sup>th</sup> grade, but they don't get to go deeper into that history at the secondary level, when they can better understand the complexities of our country's immigration system. Oakland Unified School District has worked with the Center for Asian American Media to develop a high school level curriculum on this around the PBS Chinese Exclusion Act documentary, and this can be included or linked in the model curriculum. Lizzie Humphries is the coordinator for that: elizabeth.humphries@ousd.org
2	Lailan Sandra Huen Oakland Unified School District – Asian Pacific Islander Student Achievement	Page 41, Line 786  There's no mention of our Mien communities in California? The Mien community is significant in Oakland, and is an invisible group with no mention in curriculum. Please include them when talking about Southeast Asian refugees.

California Department of Education, June 2019