



January 21, 2021

State Board of Education

California Department of Education

1430 N Street, Room 5111

Sacramento, California 95814

Dear California Department of Education State Board of Education,

For nearly thirty years, the Asian Pacific Islander School Board Members Association (APISBMA) has advocated for an educational curriculum which more adequately represents the contributions and viewpoints of Asian Americans and Pacific Islanders and has developed coalitions with other educational, ethnic, and community organizations to promote equitable and quality education for all children.

Championing Ethnic Studies is the highest priority for APISBMA. In the past year, APISBMA has led a statewide campaign to add greater diversity and inclusivity into the Ethnic Studies Model Curriculum, uniting teachers and curriculum developers from all backgrounds to add, edit, and refine various sections and lesson plans.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The “Asian Americans and the Model Minority Myth” Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
2. Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame “Asian Americans and the Model Minority Myth” as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.
3. In the AAPI Unit, the pan-Asian lesson plans should be listed first, followed by one lesson plan per ethnic group in alphabetical order, and concluding with an additional resources section for groups with more than one lesson plan. Groups with more than one lesson plan should provide input on which lesson plan is foundational for their group. Attached is a recommended order.
4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

5. We recommend the inclusion of various museums and institutions into Appendix B: Lesson Resources. California offers some of the most critical museums and historical sites in the United States to showcase various underrepresented narratives in teaching Ethnic Studies.

APISBMA submits these recommendations, and various line edits across the Model Curriculum, in the following attachments. We are joined by a coalition of community-based organizations and leaders that have offered endorsement letters for APISBMA's position. Together, APISBMA holds that the Asian American and Pacific Islander Studies unit will be more inclusive and equitable to reflect the diversity within the AAPI community.

- Fred T. Korematsu Institute
- San Mateo County API Caucus
- Center for Empowering Refugees and Immigrants (CERI)
- Organization of Chinese American Women – Silicon Valley Chapter
- Asian Law Alliance (ALA)
- Korean American Center
- San Francisco Korean American History Museum (SFKAHM)
- Friends of the Chinese American Museum
- Vietnamese American Communities and Coalitions of California
- Hoi Ben Tre Kien Hoa Bac Cali
- Association of Vietnamese Elderly of the Bay Area

We urge the State Board of Education to accept these lesson plans and approve the Ethnic Studies Model Curriculum. Ethnic Studies affords all of us the opportunity to embrace and empower the global citizen in California's youth.

Sincerely,



Cynthia Chang

President, Asian Pacific Islander School Board Members Association

Trustee, Los Gatos-Saratoga Union High School District Board



January 21, 2021

State Board of Education

California Department of Education

1430 N Street, Room 5111

Sacramento, California 95814

Dear California Department of Education State Board of Education,

As a separate addendum, the Asian Pacific Islander School Board Members Association (APISBMA) recommends the following changes to the Ethnic Studies Model Curriculum:

1. To avoid confusion with Sample Lesson 31: "Asian Americans and Pacific Islanders and the Model Minority Myth", Sample Lesson 30 "Indian American Diaspora, Myths of the Model Minority" should be retitled as "Indian Americans: Creating Community and Establishing an Identity in California."
2. In Appendix A, Sample Lessons 33, 34 and 35, should be considered one lesson but separated within the lesson as Day 1, Day 2 and Day 3. This combined lesson plan can have the chapter title, "South Asian Americans in the United States."
3. While we agree that the terms "Indian" and "South Asian" should not be used interchangeably in lessons 31, 33, 34, and 35, we maintain that the category "Indian" and "South Asian" be retained in their respective lesson plans. The category "South Asian" should only be employed for lesson plans adequately represented by multiple groups outside the context of India. Consequently, recommendations to replace the term "Indian" with "South Asian" in these lesson plans inaccurately and inadequately depict the experiences of many other communities from South Asia.

We urge the State Board of Education to accept these lesson plans and approve the Ethnic Studies Model Curriculum. Ethnic Studies affords all of us the opportunity to embrace and empower the global citizen in California's youth.

Sincerely,

Cynthia Chang

President, Asian Pacific Islander School Board Members Association

Trustee, Los Gatos-Saratoga Union High School District Board



FRED T.  
KOREMATSU  
INSTITUTE

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 21, 2021

Dear State Board of Education,

The mission of the Fred T. Korematsu Institute is educating to advance racial equity, social justice, and human rights for all.

Through K-12 and public education, we promote the significance and relevance of one of the most blatant forms of racism and civil rights violations in U.S. history: the forced removal and mass incarceration of Japanese Americans during WWII.

The Fred T. Korematsu Institute supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The "Asian Americans and the Model Minority Myth" Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
2. Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame "Asian Americans and the Model Minority Myth" as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.
3. In the AAPI Unit, the pan-Asian lesson plans should be listed first, followed by one lesson plan per ethnic group in alphabetical order, and concluding with an additional resources section for groups with more than one lesson plan. Groups with more than one lesson plan should provide input on which lesson plan is foundational for their group.
4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

The Korematsu Institute is a national organization that inspires students and the public through Fred Korematsu's story. Our overarching vision is to uphold all human and civil rights by inspiring people to "stand up for what is right." Included in this vision are several goals. One is to establish federal recognition of January 30 as a national holiday honoring Fred Korematsu and his fight for justice by emphasizing the importance of upholding our "Civil Liberties and the Constitution." We are working to promote awareness of Fred Korematsu Day of Civil Liberties and the Constitution to schools, the general public, and state and federal legislators. Second, by collaborating with education partners, we are working to create a national resource center for Asian Pacific American history and civic education, where educators can acquire materials and guidance in developing effective curriculum. We are continuing to broaden and include civic education and civil rights history of other racial and ethnic groups, including American Indians, African Americans, Latinos, and others that



FRED T.  
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INSTITUTE

reflects our goal of helping to establish Ethnic Studies Model Curriculum as requirement for all state K-12 and higher education that reflects diversity and inclusion.

“Asian American and Pacific Islander Studies” is an indispensable asset to the teaching of Ethnic Studies. The Fred T. Korematsu Institute joins local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, we believe California students will soon experience a curriculum that better represents the diversity of our community.

Thank you.

Sincerely,

Karen Korematsu, L.H.D.,  
Founder & Executive Director  
Fred T. Korematsu Institute  
Presidio of San Francisco  
1009 General Kennedy Avenue, FL 2  
P.O. Box 29527-Presidio  
San Francisco, CA 94129

[Karen@korematsuinstitute.org](mailto:Karen@korematsuinstitute.org)



SAN MATEO COUNTY  
API CAUCUS

"To support the API community through supporting API elected and appointed officials, and to advocate and support policies that further the goals and aspirations of the API community in San Mateo County."

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 20, 2021

Dear State Board of Education,

On behalf of the Board of Directors of the San Mateo County API (Asian Pacific Islander), I am pleased to share that the Caucus supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The "Asian Americans and the Model Minority Myth" Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
2. Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame "Asian Americans and the Model Minority Myth" as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.
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4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

The San Mateo API Caucus was formed in 2019 to give voice to the largest and fastest growing cultural demographic in San Mateo County. Comprised of API city council elected officials from cities throughout San Mateo County, we are raising the visibility of the Asian community – We count!



SAN MATEO COUNTY  
API CAUCUS

"To support the API community through supporting API elected and appointed officials, and to advocate and support policies that further the goals and aspirations of the API community in San Mateo County."

"Asian American and Pacific Islander Studies" is an indispensable asset to the teaching of Ethnic Studies. We join local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, We believe California students will soon experience a curriculum that better represents the diversity of our community.

Thank you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Gee".

Jeff Gee, Treasurer  
San Mateo County API Caucus  
[Smpcapicaucus2@gmail.com](mailto:Smpcapicaucus2@gmail.com)

Cc: W. Lee, President, Board of Directors



# Center for Empowering Refugees & Immigrants

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 21, 2021

Dear State Board of Education,

The Center for Empowering Refugees and Immigrants (CERI) is a nonprofit organization based in Oakland, California with a mission to improve the social, emotional, psychological, economic, and physical health of refugees and immigrants from Southeast Asia affected by war, torture, genocide or other forms of extreme trauma.

Founded in 2005 by a group of bilingual/bicultural mental health professionals, CERI provides culturally-relevant mental health and other social services. We are dedicated to transforming the lives of refugees and immigrants and their families, many of whom suffer from weakening intergenerational relationships, layers of complex needs, and exposure to violence and trauma both in their current environments and in their native countries.

The Center for Empowering Refugees and Immigrants supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The "Asian Americans and the Model Minority Myth" Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
2. Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame "Asian Americans and the Model Minority Myth" as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.
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4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.



## Center for Empowering Refugees & Immigrants

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As service providers and advocates for Southeast Asian Americans, we are excited that there will be a more equitable Asian American and Pacific Islander Studies Unit in the Ethnic Studies Model Curriculum. We are hopeful that future generations of learners will have access to a curriculum that accurately illustrates the experiences of our communities. And we also support APISBMA's recommendations to further increase equity, usability and accessibility.

"Asian American and Pacific Islander Studies" is an indispensable asset to the teaching of Ethnic Studies. We join local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, we believe California students will soon experience a curriculum that better represents the diversity of our community. Thank you.

Sincerely,

Mona Afary, Ph.D.

*Mona Afary*

mona.afary@cerieastbay.org  
Executive Director  
Center for Empowering Refugees and Immigrants (CERI)



## Organization of Chinese American Women

Silicon Valley Chapter  
P. O. Box 2251 Saratoga, CA 95070  
[OCAWSVC2020@gmail.com](mailto:OCAWSVC2020@gmail.com)

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 20, 2021

Dear State Board of Education,

Organization of Chinese American Women – Silicon Valley Chapter is a non-profit organization founded in 1986 for the purpose of advancing and advocating for the needs and concerns of Chinese and Asian Pacific American Women by helping to improve their educational, economic, social and political opportunities and by recognizing their excellence, leadership, and endless contributions to the quality of life.

Organization of Chinese American Women-Silicon Valley Chapter supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The “Asian Americans and the Model Minority Myth” Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
2. Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame “Asian Americans and the Model Minority Myth” as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.
3. In the AAPI Unit, the pan-Asian lesson plans should be listed first, followed by one lesson plan per ethnic group in alphabetical order, and concluding with an additional resources section for groups with more than one lesson plan. Groups with more than one lesson plan should provide input on which lesson plan is foundational for their group.
4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

“Asian American and Pacific Islander Studies” is an indispensable asset to the teaching of Ethnic Studies. We join local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, we believe California students will soon experience a curriculum that better represents the diversity of our community.

Thank you.  
Sincerely,

Carol Yuan  
carolyuan@gmail.com  
2020-2021 President  
Organization of Chinese American Women – Silicon Valley Chapter





**ASIAN LAW ALLIANCE**  
991 West Hedding Street Suite 202 San Jose, California 95126  
Tel ( 408 ) 287-9710      Fax ( 408 ) 287-0864

January 20, 2021

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

Dear State Board of Education,

The Asian Law Alliance (ALA) is a non-profit legal services organization located in San Jose, California. ALA mission is to provide access to the justice system to Asian and Pacific Islanders, immigrants and other low income residents.

ALA supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

The "Asian Americans and the Model Minority Myth" Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.

Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame "Asian Americans and the Model Minority Myth" as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.

In the AAPI Unit, the pan-Asian lesson plans should be listed first, followed by one lesson plan per ethnic group in alphabetical order, and concluding with an additional resources section for groups with more than one lesson plan. Groups with more than one lesson plan should provide input on which lesson plan is foundational for their group.

Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson

plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

"Asian American and Pacific Islander Studies" is an indispensable asset to the teaching of Ethnic Studies. ALA joins local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, we believe California students will soon experience a curriculum that better represents the diversity of our community.

Thank you.

Sincerely,



Richard Konda  
Executive Director  
[rkonda@asianlawlliance.org](mailto:rkonda@asianlawlliance.org)



KOREAN  
AMERICAN  
CENTER

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 21, 2021

Dear State Board of Education,

Korean American Center, a division of Korean Community Services is the largest nonprofit organization in Orange County serving the needs of the Korean community and the broader Asian American Pacific Islander community.

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Thank you.  
Sincerely,

Tammy Kim  
[TK@KoreanAmericanCenter.org](mailto:TK@KoreanAmericanCenter.org)  
Managing Director.



State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

**January 19, 2021**

Dear State Board of Education,

The San Francisco Korean American History Museum (SFKAHM) is an archive that will eventually collect and house all available items that relate to the Korean immigrant experience in and around the San Francisco Bay Area. The San Francisco Korean American History Museum supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

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4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

We also suggest the inclusion of Korean American historical sites in Appendix B: Lesson Resources. We have compiled a list of important Korean American historical sites in California at the following link. (<http://online.fliphtml5.com/xmml/wfeq/#p=1>)

“Asian American and Pacific Islander Studies” is an indispensable asset to the teaching of Ethnic Studies. We join local, statewide, and national organizations in support of the final

approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, we believe California students will soon experience a curriculum that better represents the diversity of our community.

Sincerely,

Eun Kyung Jung  
[Jecks321@gmail.com](mailto:Jecks321@gmail.com)  
Chair, Board of Directors  
San Francisco Korean American History Museum  
<https://sfkahm.org/for-english-users/>



Friends of the  
Chinese American Museum  
125 Paseo de la Plaza, Suite 202 | Los Angeles, CA 90012 | (213) 485-8484

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 21, 2021

Dear State Board of Education,

The Chinese American Museum (CAM) is the first museum in Southern California dedicated to the Chinese American experience and history in this region. The mission of the Chinese American Museum (CAM) is to foster a deeper understanding of, and appreciation for, America's diverse heritage by researching, preserving, and sharing the history, rich cultural legacy, and continued contributions of Chinese Americans.

The Friends of the Chinese Museum supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility,

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In addition to the above APISBMA points, FCAM would like to see at least two additional important topics represented in the sample lesson plans. The first is to include the Chinese Exclusion act of 1882 as well as the historic Supreme Court case of US v Wong Kim Ark. This case defines the 14<sup>th</sup> amendment's definition of birthright citizenship that is extremely relevant and historic to this day.

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Thank you.  
Sincerely,

Gay Yuen, Ph.D.  
Board President  
Friends of the Chinese America Museum

Professor Emerita  
Charter College of Education  
California State University, Los Angeles



# HỘI BẾN TRE KIẾN HÒA BẮC CALI

P.O BOX 21447, SAN JOSE, CA 95151

TO: State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 20, 2021

Dear State Board of Education,

I am Ngoc Dung, President of Hoi Ben Tre Kien Hoa Bac Cali.

Hoi Ben Tre Kien Hoa Bac Cali supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

The “Asian Americans and the Model Minority Myth” Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.

Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame “Asian Americans and the Model Minority Myth” as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.

In the AAPI Unit, the pan-Asian lesson plans should be listed first, followed by one lesson plan per ethnic group in alphabetical order, and concluding with an additional resources section for groups with more than one lesson plan. Groups with more than one lesson plan should provide input on which lesson plan is foundational for their group. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

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Thank you.  
Sincerely,

Ngoc Dung, President  
Hoi Ben Tre Kien Hoa Bac Cali  
[phongviennngocdung@gmail.com](mailto:phongviennngocdung@gmail.com)



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VIETNAMESE-AMERICAN COMMUNITIES & COALITIONS  
OF NORTHERN CALIFORNIA

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~ 2687 GLEN DOON CT., SAN JOSE, CA 95148 ~

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CỘNG ĐỒNG NGƯỜI VIỆT QUỐC GIA BẮC CALIFORNIA

TO: State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 20, 2021

Dear State Board of Education,

I am Khanh Nguyen, CFO of Vietnamese American Communities & Coalitions of Northern California.

Vietnamese American Communities & Coalitions of Northern California supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

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Thank you.  
Sincerely,

Khanh Nguyen, CFO  
Vietnamese American Communities & Coalitions of Northern California  
khanh2687@yahoo.com



**ASSOCIATION OF VIETNAMESE ELDERLY OF THE BAY AREA**  
**NON-PROFIT ORGANIZATION # 91-2199659**  
**1143 STORY ROAD, SUITE 198, SAN JOSE, CA 95122**

TO: State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 20, 2021

Dear State Board of Education,

I am Tran Vu, CEO of Association of Vietnamese Elderly of The Bay Area.

Association of Vietnamese Elderly of The Bay Area supports the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

The "Asian Americans and the Model Minority Myth" Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.

Language should be added to Chapter 3: Instructional Guidance for K-12 Education to frame "Asian Americans and the Model Minority Myth" as a foundational lesson to the AAPI Unit and as an indispensable component of any Ethnic Studies course.

In the AAPI Unit, the pan-Asian lesson plans should be listed first, followed by one lesson plan per ethnic group in alphabetical order, and concluding with an additional resources section for groups with more than one lesson plan. Groups with more than one lesson plan should provide input on which lesson plan is foundational for their group. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

"Asian American and Pacific Islander Studies" is an indispensable asset to the teaching of Ethnic Studies. We join local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, we believe California students will soon experience a curriculum that better represents the diversity of our community.

Thank you.  
Sincerely,

Tran Vu, CEO  
Association of Vietnamese Elderly of The Bay Area  
VietElderlyAssc@gmail.com

**OTTO LEE**  
**COUNTY OF SANTA CLARA SUPERVISOR, DISTRICT THREE**

COUNTY GOVERNMENT CENTER, EAST WING  
70 WEST HEDDING STREET, 10<sup>TH</sup> FLOOR  
SAN JOSE, CALIFORNIA 95110  
TEL: (408) 299-5030 • FAX: (408) 298-6637  
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State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 21, 2021

Dear State Board of Education:

As a community member, parent and elected official, I support the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The "Asian Americans and the Model Minority Myth" Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
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4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

As a Chinese immigrant to the U.S., I value efforts to ensure and incorporate the accurate representation of Asian and Pacific Islanders and our contributions to this great nation. AAPI residents make up 40% of the County of Santa Clara's population, and it is critical that the rich and diverse history of our pan-Asian community be reflected in our school textbooks to bridge multicultural understandings of our community with others.

"Asian American and Pacific Islander Studies" is an indispensable asset to the teaching of Ethnic Studies. I join local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, I believe California students will soon experience a curriculum that better represents the diversity of our community.

Sincerely,

Otto Lee  
Otto.lee@bos.sccgov.org  
Board Supervisor, District 3  
County of Santa Clara

**Jeff Gee**  
Councilmember, District 1, City of Redwood City, California

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 20, 2021

Dear State Board of Education,

One of the major reasons that I decided to seek election to my City Council after a two-year hiatus was that I could no longer be a bystander and watch ongoing efforts to prevent under-served communities from civic participation. I fully support the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

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“Asian American and Pacific Islander Studies” is an indispensable asset to the teaching of Ethnic Studies. I join local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, I believe California students will soon experience a curriculum that better represents the diversity of our community.

Sincerely,



Jeff Gee, Councilmember, District 1  
City of Redwood City  
[jeff@jeffgee.org](mailto:jeff@jeffgee.org)



Tammy Kim, Vice Mayor

1 Civic Center Plaza, Irvine, CA 92606-5208

cityofirvine.org

949-724-6233

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 21, 2021

Dear State Board of Education,

As Vice Mayor for the City of Irvine, I write this letter in support the Asian Pacific Islander School Board Members Association (APISBMA) request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The "Asian Americans and the Model Minority Myth" Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
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4. Appendix A should be reclassified as "Chapter 4" in the ESMC and "Chapter 4: Bibliography" should be reclassified as "Chapter 5: Bibliography" Appendices A and B (formerly Appendices B and C). The lesson plans must be highlighted as core content for educators to build Ethnic Studies courses, not as supporting content in an Appendix.

I hope you will take these suggestions into consideration. Please do not hesitate to contact me with any questions.

Regards,

Tammy Kim



January 18, 2021

State Board of Education  
c/o California Department of Education  
Curriculum Frameworks and Instructional Resources Division  
1430 N Street, Suite 3207  
Sacramento, CA 95814

January 21, 2021

Dear State Board of Education,

I write to convey my support for the Asian Pacific Islander School Board Members Association (APISBMA) in its request for revisions to the final draft of the Ethnic Studies Model Curriculum (ESMC) to be presented to the State Board of Education (SBE) in March 2021.

The desired revisions which are focused on usability, accessibility, and equity are as follows:

1. The “Asian Americans and the Model Minority Myth” Lesson, Sample Lesson #31 in Appendix A, should be listed as the first sample lesson in the AAPI unit and be rewritten to remove stereotypes and to incorporate reflection based on analyzing data.
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The Asian American and Pacific Islander population is highly diverse remains one of the least covered populations in American education. These recommendations are a good starting point in the larger effort to be more inclusionary in the development of our public school curricula, a project for which our Center is in full support of.

"Asian American and Pacific Islander Studies" is an indispensable asset to the teaching of Ethnic Studies. We join local, statewide, and national organizations in support of the final approval of the ESMC; with these edits to the AAPI Unit and to the ESMC in general, we believe California students will soon experience a curriculum that better represents the diversity of our community.

Sincerely,



Karen Umemoto

Helen and Morgan Chu Chair and Director, Asian American Studies Center  
Professor, Departments of Urban Planning and Asian American Studies  
[kumemoto@ucla.edu](mailto:kumemoto@ucla.edu)

## **Proposed re-ordering of the lesson plans.**

These should be renumbered accordingly in the final draft. New lesson plans should be categorized in the section “Additional Resources,” particularly for groups that already have at least one lesson plan.

### Appendix A: Asian American and Pacific Islander Studies

- Sample Lesson #31 Asian Americans and Pacific Islanders and the Model Minority Myth
- Sample Lesson 28: Important Asian American Historical Figures
- Sample Lesson 32: Cambodian Americans—Deportation Breaking Families Apart
- Sample Lesson 17: Chinese Railroad Workers
- Sample Lesson 16: Little Manila, Filipino Laborers, and the United Farm Workers (UFW) Movement
- Sample Lesson 15: Hmong Americans—Community, Struggle, Voice
- Sample Lesson 30: Indian American Diaspora, Myths of the Model Minority
- Sample Lesson 29: The Japanese American Incarceration Experience through Poetry and Spoken Word—A Focus on Literary Analysis and Historical Significance
- Sample Lesson 21: Korean American Experiences and Interethnic Relations
- Sample Lesson 20: The Immigrant Experience of Lao Americans
- Sample Lesson 18: Historical and Contemporary Experiences of Pacific Islanders in the United States
- Sample Lesson 33: South Asian Americans in the United States
- Sample Lesson 19: Vietnamese American Experiences – The Journey of Refugees

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### *Additional Resources*

- Sample Lesson 22: Col. Young Oak Kim—War Hero, Public Servant, Identity
- Sample Lesson 23: Korean American Leader Dosan Ahn Chang Ho—Community, Struggle, Voice, Identity
- Sample Lesson 24: Korean American Unity for Independence (1920–1945)
- Sample Lesson 25: The Korean Independence Movement in the US and Its Significance for the Korean American Community in the early 20th century
- Sample Lesson 26: Dr. Sammy Lee (1920–2016)
- Sample Lesson 27: Korean Popular Culture in the United States
- Sample Lesson 34: Building Empathy
- Sample Lesson 35: Xenophobic Racism Against South Asians and Muslims: Past & Present

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## **AAPI Model Minority Myth Foundational**

Proposed language for Sample Lesson #31 Asian Americans and Pacific Islanders and the Model Minority Myth to be foundational in AAPI Studies in the Ethnic Studies Model Curriculum

Chapter 3, page 21	Delete, "While the Ethnic Studies Model Curriculum does not endorse any particular field or subfield over another,"
Chapter 3, page 22	Add sentences, "We recommend including the Asian Americans and the Model Minority Myth lesson plan as a foundational course to build Asian American and Pacific Islander Studies and Ethnic Studies courses. The lesson plan is a staple for how all students may understand the racial formation and racialization of Asian Americans and Pacific Islanders, and to guide teachers on how to build inclusive courses on a pan-ethnic identity."
Chapter 3, page 22	Change to, "Ethnic studies educators and administrators are also encouraged to consider student demographics, needs, interests, and current events when crafting a course or lesson, as this may help determine what iteration of the field will be most useful for the class."

### **Angel Island Immigration Station**

Angel Island Immigration Station's curriculum guides, called "Immigrant Journeys," provide strategies and background material designed for teachers of Grades 3-12. These guides contain lessons, student worksheets, primary source documents from the National Archives, historical photographs, and list of resources to introduce students to the experience of immigrants on Angel Island.

<https://www.aiisf.org/curriculum>

### **442nd Exhibit aboard the USS Hornet Sea, Air & Space Museum**

The USS Hornet Sea, Air & Space Museum offers advanced lesson plans for teaching various aspects of 20th century U.S. and World History. The USS Hornet "Step into History" Education Program offers a digital guide.

[https://uss-hornet.org/wp-content/uploads/2016/10/Step-into-History\\_Teachers-Guide.pdf](https://uss-hornet.org/wp-content/uploads/2016/10/Step-into-History_Teachers-Guide.pdf)

### **California State Railroad Museum**

California State Railroad Museum Digital Interpretive Programs and materials meet California Curriculum and Common Core educational standards.

<https://www.californiarailroad.museum/education/school-resources>

### **Chinese American Historical Museum**

Golden Legacy is a set of curriculum materials on Chinese and Chinese American culture that won the 1994 Santa Clara County Reading Council Award. The Golden Legacy was produced as a joint project of the Chinese Historical and Cultural Project and the San Jose Historical Museum (now History San José). A hard copy Golden Legacy curriculum was donated to each elementary school in Santa Clara in 1994. Golden Legacy curriculum materials were designed to complement the California State History-Social Science Framework of the third, fourth and fifth grades in public schools. Many of the curriculum units could have also been used in higher grades, particularly when students study World Civilization (grade 6 and 7) and U.S. History (grade 8).

<http://chcp.org/golden-legacy-curriculum/>

### **Filipino American National Historical Society (FANHS) Museum**

The Filipino American National Historical Society (FANHS) Museum presents educational programs and experiences that preserve, explore, and celebrate the history of Filipinos in the United States. Its purpose is to connect Filipino Americans more closely to their history and to inspire in people of all backgrounds a greater understanding of the diversity of the Filipino American experience.

<http://www.fanhsmuseum.com/about-us.html>

### **Korean American National Museum**

The Korean American National Museum's mission is to preserve and interpret the history, experiences, culture and achievements of Americans of Korean ancestry. In accomplishing its mission, the Museum works to become a center for cultural exchange and education, a catalyst for sharing ideas and resources, and a center for promoting and celebrating the diversity of

culture in this country. It is important to the Museum's mission to help make the Korean American experience vivid and intelligible to other communities and to encourage these groups to find out more about Korean Americans in Los Angeles and elsewhere.

<https://www.kanmuseum.org/mission>

### **Chinese American Museum (CAM)**

The Chinese American Museum (CAM) in Los Angeles provides guided tours and digital educational resources to students, teachers, and communities to shed light and stimulate deeper intellectual inquiry into the history, culture, and contributions of Chinese Americans.

<http://camla.org/resources/>

### **Chinese Historical Society of America Museum**

The Chinese Historical Society of America offers educators classroom resources that they can use before, during, or after their visit to the museum. The curriculum guides listed below contain resources related to Chinese American Exclusion/Inclusion or Towards Equality: California's Chinese American Women

<https://chsa.org/education/resources/>

### **Vietnamese Heritage Museum**

The VHM was established to house and display the historical heritage of the Vietnamese refugees. Our collections of testimonies and artifacts are made accessible throughout the world via the internet, traveling exhibits and museum displays. The history of the Vietnamese refugees are available not only to current and future generations of Vietnamese refugees, but also to those who empathize with our struggles for freedom and treasure our heritage.

<https://vietnameseheritagemuseum.org/our-mission-vision/>

### **Japanese American Museum of San Jose**

Japanese American Museum of San Jose (JAMsj) provides a teacher curriculum guide to educate the public about the WWII incarceration of Japanese Americans and its implications on contemporary issues. This teacher's resource guide was created by a group of teachers, both active and retired, who have a deep and continuing interest in exploring Japanese American internment and civil liberties issues. The JAMsj Library includes print and electronic instructional materials that teachers can incorporate into their curriculum to educate students about the Japanese American experience. The history of the World War II forced removal and "internment" followed by the Redress legislation of 1988 can be used to demonstrate that citizens must be ever vigilant in order to protect the principles of the United States Constitution and Bill of Rights.

<https://www.jamsj.org/resources-1>

1 This lesson was submitted by a member(s) of the public for consideration by the  
2 Instructional Quality Commission at its November 18–19, 2020, meeting. Certain  
3 edits have been proposed by CDE. Inclusion in this Box link does not indicate  
4 that the lesson has been approved for use in the Ethnic Studies Model  
5 Curriculum.

6 **Asian Americans and Pacific Islanders and the Model  
7 Minority Myth**

8 Theme: History and Movement  
9 Disciplinary Area: Asian American and Pacific Islander Studies  
10 Ethnic Studies Values and Principles Alignment: 1, 2, 5, 7  
11 Standards Alignment:  
12 CA HSS Analysis Skills (9–12): Historical Research Evidence and Point of View 1–3  
13 CA CCSS for ELA/Literacy: RH.9–10.1, 2, 8, 9; WHST.9–10.1A and B; SL.9–10.1A-D,  
14 9-10.3  
15 CA ELD Standards: ELD.PI.9–10.1, 5, 9, 10a

16 **Lesson Overview:**

17 This 3 day lesson introduces students to the complexity of the term 'Asian American,'  
18 ultimately coming to understand the various ethnic groups and politics associated with  
19 the identity marker. Additionally, students will also be exposed to the concept of the  
20 model minority myth. This course will provide for students the implications that result  
21 when lumping all Asian groups together and labeling them the Model Minority. For  
22 example, marginalized groups (i.e. Pacific Islanders, Southeast Asians) suffer from  
23 being cut out of programs and resources. It presents a false narrative that Asian  
24 Americans and Pacific Islanders (AAPI) have overcome racism and prejudice. It glosses  
25 over the violence, harm and legalized racism that AAPIs have endured, i.e. the Chinese

26 massacre in Los Angeles 1871, the annexation of Hawaii, shooting of Southeast Asian  
27 school children in Stockton. Furthermore, students will understand how this label for  
28 AAPIs becomes a hindrance to expanding democratic structures and support, and worst  
29 how it creates a division among the AAPI community and places a wedge between  
30 them and other oppressed groups including but not limited to African American, Latinx,  
31 and American Indian communities.

32 **Key Ethnic Studies Terms and Concepts:**

33 Assimilation, stereotype, identity, model minority myth, racism, anti-blackness, data  
34 disaggregation

35 **Lesson Objectives: Students will be able to**

- 36 1. Analyze the misconceptions of the model minority to describe Asian Americans  
37 and Pacific Islanders.
- 38 2. Differentiate the various identities, nationalities, and ethnicities that make up the  
39 Asian American and Pacific Islander community.
- 40 3. Learn to analyze statistical data and legislation that directly impacts communities  
41 of color.
- 42 4. Actively dispel stereotypes and the model minority myth

43 **Essential Questions:**

- 44 • What does Asian American mean? And who is Asian American and Pacific  
45 Islander?
- 46 • How has the model minority myth been used to oppress and/or stymie certain  
47 Asian American and Pacific Islander communities?

- 48        • What are the dangers of the model minority myth?  
49        • What are ways you can dispel the model minority myth?

50    **Lesson Steps/Activities:**

51    **Day 1**

- 52    1. Place four large pieces of flip chart paper in each corner of the room along with three  
53        to five markers. Engage the class by asking students **What does Asian American**  
54        **mean? What does Pacific Islander mean?**  
55    2. Before delving too deeply into discussion, divide the class up into four groups. Each  
56        group is assigned to a corner and instructed to take ten minutes as a group to  
57        respond to the aforementioned question. Also ask the groups to **list the various**  
58        **ethnic groups that comprise ‘Asian American and Pacific Islander’.**  
59    3. After about ten minutes, signal for the groups to stop what they are doing. Allow  
60        each group to share what they discussed with the class. After each group has  
61        shared, provide a definition for Asian American and Pacific Islander and begin listing  
62        some of the various ethnic groups (see below for a sample list).

63        Sample Ethnic Groups (this list is in no way exhaustive - listed in the order of  
64        population according to the 2010 Census):

65        Chinese  
66        Filipino  
67        Indian  
68        Vietnamese  
69        Korean  
70        Japanese  
71        Pakistani

72      Cambodian  
73      Hmong  
74      Thai  
75      Laotian  
76      Bangladeshi  
77      Burmese  
78      Indonesian  
79      Malaysian  
80      Fijian  
81      Samoan  
82      Hawaiian  
83      Micronesian  
84      Polynesian

85      Definition of Asian American: The term Asian American was born out of the Asian  
86      American Movement (1968-1975) as a means of identifying people of Asian descent  
87      living in the United States. During the late 1960s, the term was largely seen as  
88      radical and unifying, a rejection of 'oriental' and other pejoratives that were  
89      associated with people of Asian descent. The collective coining of the term was an  
90      act of self-naming and self-determination, and aligned with the broader goals of the  
91      Asian American and Pacific Islander movement—equality, justice, and anti-racism.

92      4. After sharing the definition and ethnic groups listed above, reiterate that Asian  
93      American and Pacific Islander is a loaded term that encompasses dozens of  
94      different Asian ethnic groups that have settled in the U.S., with large populations  
95      settling in California.

96      5. Ask students if what impact stereotypes on a group this diverse might have on  
97      groups of people who are stereotyped? Then ask students if they know what the  
98      model minority myth is. If students are able to answer, move to the article. If not,  
99      describe the model minority myth and explain to the students that they will be

100 examining the effects of racial stereotypes that are perceived to be positive can in  
101 fact be harmful. For example, the teacher can describe the effects of stereotype  
102 threat.

103 6. Ask students to read the article “Model Minority’ Myth Again Used As A Racial  
104 Wedge Between Asians And Blacks’ in Code Switch (see link in resource list). Note  
105 that this article references William Petersen’s 1966 New York Times article that  
106 inherently pitted Japanese Americans (arguably Asian Americans more broadly)  
107 against African Americans, with Petersen identifying the latter group as the “problem  
108 minority.” Following internment, Japanese Americans were able to achieve some  
109 level of social and economic mobility, rendering them the “model minority,” for their  
110 ability to thrive in the face of adversity unlike their African American counterparts.  
111 After reading the NPR piece, explain to students that the Petersen article is first time  
112 the term “model minority” was used (or coined) and marks the beginning of the  
113 stereotyping of Asian Americans as inherently “smart” and “successful”. Ask  
114 students to reflect on the main points of the NPR article and discuss how and why  
115 the model minority myth is used as a wedge group.

116 7. Tell students that they will gain an understanding of the diversity of AAPI  
117 communities by exploring statistics on education and poverty. Split the class into  
118 groups of three and instruct half of the groups to review educational data and the  
119 other half economic data.

120 Education: Guide groups to investigate high school and college graduation rates.  
121 (<https://aapidata.com/policy/education/>)

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122 Economic: Guide groups to investigate income and poverty among AAPI groups  
123 and with the rest of the U.S. (<https://aapidata.com/policy/poverty/>)

124  
125 Each student group will report their findings to the class. Each group will write  
126 their findings for their assigned part on the board or a sheet of poster paper. For  
127 example, one group can describe how Asian American and Pacific Islander  
128 groups vary in terms of reading and math test scores; another group can  
129 summarize the educational attainment of various Pacific Islander groups.

130  
131 For homework, have students answer the following questions. Students can use the  
132 resources at the end of the lesson to help them answer the questions. Tell students that  
133 each question requires at least two examples/arguments:

- 134 - How are Asian American and Pacific Islander ethnic groups similar and different  
in terms of their education and economic experiences?
- 135 - How might the “model minority myth” be an obstacle for advancement for Asian  
Americans?
- 136 - How can the “model minority myth” be used to drive a wedge between Asian  
Americans and other communities of color in policies and services.
- 137 - Knowing that AAPIs are not a monolithic “model minority” and that each ethnic  
group fares differently economically and educationally, how might policies  
change to be more inclusive of those groups in need in terms of jobs, services,  
government funding, employment, small business, education, etc?

145

146 **Create a chart of arguments and counter arguments**

147

148 1. Start the class by asking students to share their counter arguments with the groups  
149 that they were in yesterday. After each group mate has shared their counter  
150 arguments, ask the groups to share what they believe to be the strongest counter  
151 argument with the entire class.

152 3. To better illustrate the problems with ‘model minority,’ play a short video, “Why Data  
153 Matters When It Comes to Asian Americans and Pacific Islanders and Education”  
154 (see resources). Following the screening, explain what it means to disaggregate  
155 data and its connection to the model minority myth.

156 **5.3.** During the second half of class hand out copies of the law signed by Governor  
157 Brown on September 25, 2016 California Assembly Bill 1726 (Data Collection). Have  
158 students take turns reading the bill aloud popcorn style. After the in-class reading,  
159 provide necessary context on what a bill is, and summarize how bills become laws.  
160 Additionally, define any words or terms students may be struggling with. In groups,  
161 have students discuss the purpose of the bill, impact that it will have on AAPI  
162 communities, and how the legislation helps dispel the model minority myth.

163 **6.4.** As homework, ask students to complete a “mini bill analysis” of Assembly Bill  
164 1726 using the worksheet below.

165

166 **Day 3**

167 The key method to dispel the model minority myth is by telling the true stories of  
168 yourself, your family and your community. By writing down, speaking aloud and sharing  
169 your stories, you actively counteract the stereotypes and master narrative developed to  
170 pigeon hold Asian American and Pacific Islanders as a monolithic group with one  
171 identity, one experience and one role. No AAPI individual fits the model minority  
172 stereotype in all its facets. Take time in your class for students to first Think, Write, and  
173 then Share on 3 questions:

- 174     1. What is your ethnic background?  
175     2. What stereotype is there of your ethnic group that you do not identify with?  
176         Why? Explain in detail with facts about your experience, your background, your  
177         values, your goals, your dreams, your family, your community.  
178     3. How will you actively dispel these stereotypes?

179

180 Application, Action, and Reflection: Students will read and analyze an article,  
181 demographic data, and a legislative document, providing their own informed critiques,  
182 opinions, and feedback on the sources. ~~Students will further analyze how the document~~  
183 ~~supports or argues against the model minority myth.~~ Students will also tell their stories  
184 as a way to dispel the harmful stereotypes that the media and society imposes on their  
185 ethnic group.

## 186 Materials and Resources

187 “Why Data Matters When It Comes to Asian Americans and Pacific Islanders and  
188 Education” Article and videos  
189 [https://www.nbcnews.com/news/asian-america/why-data-matters-when-it-comes-asian-](https://www.nbcnews.com/news/asian-america/why-data-matters-when-it-comes-asian-americans-pacific-islanders-n621196)  
190 [americanas-pacific-islanders-n621196](https://www.nbcnews.com/news/asian-america/why-data-matters-when-it-comes-asian-americans-pacific-islanders-n621196)

- 191 "How Does a Bill Become a Law?" Infographic/Handout  
192 <https://www.usa.gov/how-laws-are-made>
- 193 Asian Americans Are Still Caught in the Trap of the 'Model Minority' Stereotype. And It  
194 Creates Inequality for All  
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230 **Background Information/Context**

231 How can being an upstanding American citizen be a double-edged sword? During the  
232 post-World War II era and after nearly a hundred years of anti-Asian sentiment and  
233 legislation, many Asian Americans hoped to be seen as more American and accepted  
234 by American society. They didn't want to be viewed as a threat to national security like  
235 Japanese Americans were when they were imprisoned during WWII. Instead, they  
236 wanted to be seen as "good Americans" and desired to assimilate and Americanize,  
237 which developed into the idea of the "model minority myth," recasting Asian Americans  
238 as prime examples of representing the quintessential American values of opportunity,  
239 meritocracy, and the American Dream. Toy Len Goon, the first ever Asian American  
240 named American Mother of the Year in 1952 was an early example of what it meant to  
241 be a "model minority."

242 During the 1960s, as the Civil Rights Movement continued the fight for equality of all  
243 Americans, and the federal government invested in social welfare programs such as the  
244 War on Poverty and Great Society, the concept of the "model minority" became a  
245 stereotype used to pit Asian Americans against other communities of color, particularly  
246 Black Americans. News publications ran articles extolling the ways Asian Americans  
247 capitalized on the American Dream with their work ethic and emphasis on education. By  
248 doing this, it delegitimized centuries of systemic oppression and racist policies that  
249 shaped the experiences of Black Americans.

250 This stereotype also hid how Asian Americans were discriminated against based on  
251 racist policies, such as being excluded from living in certain neighborhoods and from  
252 being fully accepted members of American society. It created a limited perspective on  
253 the Asian American community, where they were seen as one monolithic group. In  
254 reality, this community has consisted of diverse ethnicities from a variety of countries  
255 and cultures, comprising over ten different languages. Thus, socio-economic success  
256 was not universal, and praising Asian Americans as a "model minority" called into  
257 question the fact that there were many within the community who did not get the  
258 services and government assistance they needed.

259 The "model minority myth" has persisted well after the stereotype developed. Media  
260 publications such as *Time's* 1987 cover story "Those Asian American Whiz Kids" and  
261 articles analyzing the work ethic of Asian Americans in response to Amy Chua's 2011  
262 book, *Battle Hymn of the Tiger Mother* illustrated that the "model minority myth" is still  
263 being perpetuated.

264

## **265 Bill Analysis Worksheet**

266 Bill Information (Name, Legislative Year, and Author):

267 What does this bill aim to do? What does it address?

268 What, if any, are the social and/or economic benefits of this bill?

269 Does this bill directly or indirectly impact your community and/or family? If so, how?

270 Do you agree with what this bill seeks to do? Please explain.

271 Beyond legislation, what can be done to address the issue this bill calls attention to?