

Title	Asian Americans in Washington State: Perspectives in history and transformations Tentative time frame:
Joy: (MYP Inquiry Questions and Statement of Inquiry)	Students will learn about the beauty and resiliency of Asian Americans. We all have a story that matters and telling our stories empowers us and educates and develops empathy in others.
Skills: (MYP ATL Skills)	<p>Thinking Critically</p> <ul style="list-style-type: none"> ● PS 11 H.1.7.5 Explain how themes and developments have defined eras in Washington state history from 1854 to the present: - Railroads, reform, immigration, and labor (1889-1930), -Turmoil and triumph (1930-1974), -New technologies and industries in contemporary Washington (1975-Present) (History) ● PS 12 H3.7.3 Explain, analyze, and develop an argument about how Washington State has been impacted by: -individuals and movements. - Cultures and cultural groups. -Technology and ideas. <p>Investigation</p> <ul style="list-style-type: none"> ● PS 5 H2.7.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood (History) <p>Thinking (Critical Thinking, Transfer), Research (Informational literacy, media literacy), Self-Management (Reflective), Social (Collaboration)</p>
Identity: (MYP Inquiry Questions and Statement of Inquiry)	I will identify what it means to be an Asian American in America.

1. How can we find redemption in our difficult experiences?
2. What does it mean to be an American?
3. Who gets to decide who's an American?
4. What does it mean to be an immigrant in America?
5. What does it mean to be an American hero?

<p>Intellect: (MYP Key Concept & Related Concepts)</p>	<ul style="list-style-type: none"> ● Students will learn about immigration, resistance, and community building of Asian Americans in Washington State. ● Students will learn the truth and work to interrupt falsehood, misrepresentations or incomplete narratives of groups of people. ● Students will learn how relationships to spaces and places are connected to exclusion and privilege. <p>Connection, Perspective</p>
<p>Criticality: (MYP Criticality)</p>	<p>Students will learn about the concept of resiliency and how it relates to the history of Asian American people in Washington State.</p> <p>Personal and cultural expression; identities and relationships</p>
<p>Layered Texts:</p> <p>Items highlighted in pink - need permission to use</p>	<ul style="list-style-type: none"> ● Exclusion of Asian Immigrants and the US as a 'Gatekeeping' Nation <ul style="list-style-type: none"> ○ Immigration Timeline and Pathways <ul style="list-style-type: none"> ■ https://www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-over-time?width=1000&height=850&iframe=true ■ https://immigrationhistory.org/lesson-plan/asian-migration/ ■ https://www.visualcapitalist.com/america-immigration-1820/ ○ INS field trip ● Primary source photographs from Digital Wing Luke ● Clips from Bettie Luke Interview ● Clips from Home from the Eastern Seas video and/or Excerpts from History Bursting of Telling (Use Kami to mark the text) ● Remembering Japantown clip (0-32:00) ● Japanese American Internment primary sources ● Hawaiians in Fort Vancouver ● Sikh identity and experiences in Bellingham ● Activism and Racialized Resistance <ul style="list-style-type: none"> ○ Oral history stories from Seattle Civil Rights and Labor Project ○ George Takei Ted Talk ○ Friendship on Bainbridge Island ○ Community Stories video <ul style="list-style-type: none"> ■ Shiro Kashino

- [An American Hero - Frank Nishimura](#)
- [Your Story Our Story](#)

Teaching strategies (Use NearPod?)

- [Unveiling Stories](#)
- [Stories](#)
- [Step In - Step Out - Step Back](#)
- [Primary Source Analysis Tool](#)
- Update reflection form to match MYP inquiry questions and break it down so it's completed in smaller chunks, rather than just the end of the unit.

Possible 7th grade field trip (it will depend on return to school pandemic procedures. If not possible, guest speakers?)