In what ways have Asian Americans contributed to my state?

“People hold placards during a vigil at a makeshift memorial outside the Gold Spa following the deadly shootings in Atlanta, Georgia, U.S. March 21, 2021.” Reuters/Shannon Stapleton (https://www.reuters.com/article/us-crime-georgia-spas/atlanta-shooting-of-asian-women-was-racially-motivated-u-s-senator-says-idUSKBN2BD0LW)

Supporting Questions

1. What drew Asian Americans to Georgia?
2. What Asian American contributions are the most visible to us?
3. What challenges do/have Asian Americans face(d) in our state?
4. How do we make the history and contributions of Asian Americans more visible in our state?
In what ways have Asian Americans contributed to my state?

### Standards and Content

<table>
<thead>
<tr>
<th><strong>5th Grade</strong></th>
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<tbody>
<tr>
<td><strong>Breaking The Silence: Asian American History in Georgia</strong></td>
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</table>

**Georgia Social Studies Standards of Excellence: Content Knowledge and Understandings**

**SSSH1 Describe how life changed in America at the turn of the century.**

- d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

**Georgia Social Studies Standards of Excellence: Information Processing Skills**

Students will continue to apply and improve mastered skills:

- compare similarities and differences
- organize items chronologically
- identify and use primary and secondary sources
- interpret timelines, charts, and tables

Students will achieve mastery, the ability to use the skill in all situations:

- identify issues and/or problems and alternative solutions
- analyze artifacts

Students will develop that skill using the appropriate content

- interpret political cartoons

**College, Career, and Civic Life (C3) Framework for Social Studies Standards**

D3.3.3-5: Identify evidence that draws information from multiple sources in response to compelling questions.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself.

**Learning for Justice Standards**

Diversity 8 (DI.3-5.8) - I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Justice 12 (JU.3-5.12) - I know when people are treated unfairly, and I can give examples of prejudice.
words, pictures and rules.

Justice 15 (JU.3-5.15) - I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Action 17 (AC.3-5.17) - I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.

Action 20 (AC.3-5.20) - I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
<th>Supporting Question 4</th>
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<tr>
<td><strong>Formative Performance Task</strong></td>
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<tr>
<td>What drew Asian Americans to Georgia?</td>
<td>What Asian American contributions are the most visible to us? Why are some Asian American contributions more visible than others?</td>
<td>What challenges do/ have Asian Americans face(d) in our state?</td>
<td>How do we make the history and contributions of Asian Americans more visible in our state?</td>
</tr>
</tbody>
</table>

**Featured Sources**

**Source A:** Portion of a Video from the Augusta Canal National Heritage Area

**Source B:** Map of the Augusta Canal National Heritage Area

**Source A:** Primary source image (1927) of the Founders of the CCBA of Augusta, Georgia

**Source B:** Primary source image (1935) of CCBA members in Augusta, Georgia’s bicentennial

**Source A:** Primary source image (2021) of a makeshift memorial outside Gold Spa in Atlanta, Georgia

**Source B:** Definition of a “hate crime” from the Federal Bureau of

**Source A:** Primary source image (2021) of Atlanta Korean American Committee against Asian Hate Crimes members

**Source B:** Event flier from the Augusta CCBA and the Lucy Craft Laney Museum
**ARGUMENT:** In what ways have Asian Americans contributed to my state? Construct an argument (e.g., opinion written response for a present-day local newspaper, persuasive letter to a present-day education or government stakeholder, poster) that evaluates the need to study the history and contributions of Asian Americans in our state using specific claims and relevant evidence from sources while acknowledging competing views.

**EXTENSION.** Students will record a video to teach the public about the need to study the history and contributions of Asian Americans in our state using specific claims and relevant evidence from sources while acknowledging competing views. Students will highlight the history and contributions of diverse groups of Asian Americans in which they highlight the place-based information that they have learned throughout the inquiry.

**UNDERSTAND:** Research the contributions of Asian Americans in their home community.

**ASSESS:** Develop a set of oral history interview questions to explore a particular topic of interest in their home community.

**ACT:** Conduct, record, and summarize an oral history interview with a community member.

*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*
Overview

Inquiry Description

This critical inquiry leads students through an exploration of Asian Americans’ experiences in Georgia. By investigating the compelling question, “In what ways have Asian Americans contributed to my state?,” elementary students focus on the stories of struggle, strength, and successes of past and present Asian Americans. The supporting questions guide students to write a letter of what brought Asian Americans to their state, examine Asian American contributions past and present, explore historical acts of resilience, and consider contemporary challenges Asian Americans face. In answering the compelling question and taking informed action, students are challenged to make the history and contributions of diverse groups of Asian Americans more visible.

This inquiry highlights the following additional standards:

It is important to note that this inquiry requires prerequisite knowledge of canals (e.g., Grand Canal in China, Erie Canal in New York, Suez Canal in Egypt, and various canals in Italy). In particular, students study the Panama Canal in Georgia in the 5th grade.

- **SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.**
  - d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).

- **SS5H1 Describe how life changed in America at the turn of the century.**
  - c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.

These standards are highlighted in order to bring attention to the other ways in which Asian American history is taught in Georgia in the 5th grade.

**SS5H4 Explain America’s involvement in World War II.**

  - a. Describe German aggression in Europe and Japanese aggression in Asia.
  - b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
  - c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.
  - d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

**SS5H5 Discuss the origins and consequences of the Cold War.**

  - b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
  - d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

**SS5G1 Locate important places in the United States.**

  - a. Locate important man-made places; including Pearl Harbor, HI
Note: This inquiry is expected to take roughly eight 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

The supporting questions guide students to write a letter of what brought Asian Americans to their state, examine Asian American contributions past and present, explore historical acts of resilience, and consider contemporary challenges Asian Americans face.

Note: The Augusta Canal was chosen to highlight a case in Georgia where there are clear stories of struggle, strength, and successes of past and present Asian Americans. If you teach in another region of Georgia, feel free to adapt the featured sources to local ones that more thoroughly meet your place-based needs and to increase the relevancy of the inquiry for your students. These adjustments would especially need to be made with Featured Sources 1 (to accompany Supporting Question 1 and Formative Performance Task 1) and Featured Sources 2 (to accompany Supporting Question 2 and Formative Performance Task 2).

For teachers’ reading (to support purpose for this particular inquiry in the classroom):

“Personally, as an Asian American, I see the danger that my children will never feel like they’re part of this country, no matter how long they’re here. Secondly, history is interconnected — and it’s interwoven. When I study Asian American history, I understand my Black community neighbors, I understand my Indigenous neighbors, I understand my Latinx neighbors, I understand everybody more because we see how everything is connected. Once I learn history, I can see, oh, that’s how it’s related. And that’s why it matters to me. It has to be personal” (Weonhee Shin, Georgia Asian American Coalition For Equitable Education organizer and mother with three children in Georgia’s public schools, 2021).

https://www.wbur.org/hereandnow/2021/08/05/asian-american-history-education

Structure of the Inquiry

In order to address the compelling question - “In what ways did Asian Americans contribute to my state?,” - students will work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.
In staging the compelling question, “In what ways did Asian Americans contribute to my state?,” review the term, canal, with students (https://kids.britannica.com/kids/article/canal/352905). Address background knowledge and experiences related to the Panama Canal that students learned during SS5E1d and SS5H1c. When teaching the Panama Canal (prior to this IDM), make sure that students are aware of other canals around the world such as the Grand Canal in China, Erie Canal in New York, Suez Canal in Egypt, and various canals in Italy. Next, students will analyze a primary source postcard of the Augusta Canal from the Library of Congress. They will complete a See, Think, Wonder (Visual Discovery) as a whole class with the postcard. Please allow students to consider why some contributions are more visible than others. The canal is visible; however, the Chinese labor that went into it is not visible. If time allows, infer the intended audience and purpose of a historical source from information within the source itself (D2.His.11.3-5). Afterwards, in small groups, students will compare and contrast the Augusta Canal with other canals that they have studied in the past (e.g., Grand Canal in China, Erie Canal in New York, Suez Canal in Egypt, and various canals in Italy) using a Venn Diagram. The teacher will bring particular attention to the human labor involved in creating canals in these locations.

Supporting Question 1

The first supporting question - “What drew Asian Americans to Georgia?” - provides students with the opportunity to write a letter to the editor of a local newspaper (in the past) describing the Augusta Canal contributions of Chinese Americans that settled in the South (Augusta, GA). This supporting question will allow students to learn more about other people’s lives and experiences, and know how to ask questions respectfully and listen carefully and non-judgmentally (Diversity 8 [DI.3-5.1]). They will also be able to identify when people are treated unfairly, and will be able to give examples of prejudiced words, pictures and rules (Justice 12 [JU.3-5.12]). First, make sure that students have a common definition of contribution: something that you contribute or do to help produce or achieve something together with other people, or to help make something successful (https://dictionary.cambridge.org/us/dictionary/english/contribution). Next, play the video from the Augusta Canal National Heritage Area (Source A) from 6:45 to 7:35. During this portion of the video, students will be introduced to Chinese Americans’ contributions (i.e., laboring at the Augusta Canal to enlarge it). Teachers should utilize the map of the Augusta Canal National Heritage Area (Source B) as a scaffold to support students’ geographical understanding of physical features mentioned in the video (e.g., Savannah River, Lake Olmstead). After this, the teacher should contextualize the social climate in which Chinese Americans were laboring in - both nationally and locally. Source C is a political cartoon (1869) that highlights national sentiments surrounding Asian American immigration and labor. The political cartoon states, “Cheap labor wanted in the cotton fields South.” With the end of enslavement in 1865, cheap labor in the South was threatened. This led white cotton plantation owners in Southern states to recruit Chinese American laborers to work in the cotton fields and other labor intensive roles such as enlarging the Augusta Canal (i.e., who previously labored on the transcontinental railroad until 1869). Source D is a primary source written text from the Augusta Chronicle newspaper (1886). Due to objections (i.e., from the largely white local Augusta residents) in bringing Chinese American laborers into the community, Augusta recruiters issued a statement of reassurance: “Augusta emphatically denies that ‘the Chinese population in that city runs into the hundreds,’ or that they are ‘running the white traders from the town.’ The Chronicle says there are not more than thirty Chinamen there.” Source E is a primary source written text from the United States Bureau of the Census (1914) showcasing the actual population of Chinese and Japanese Americans in Georgia during the following years: 1880, 1890, 1900, and 1910. The teachers should lead a discussion about how these three sources (C, D, and E) are in conversation with one another. Referencing a scaffold like Stanford History Education Group’s (SHEG) Historical Thinking Chart (HTC; https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf) would be helpful if students have prior experiences with the HTC. Lastly, Source F is a timeline from the Chinese Consolidated Benevolent Association (CCBA) of Augusta, Georgia to highlight their involvement in the community from 1873 to present-day. The timeline should serve as a scaffold while students are answering the first supporting question - “What drew Asian Americans to Georgia?” through writing a letter to the editor of a local newspaper (formative performance task) describing the Augusta Canal contributions of Chinese Americans that immigrated from the North to the South (Augusta, GA).

- **Featured Source A** is ...a portion of a video from the Augusta Canal National Heritage Area (https://www.youtube.com/watch?v=R_K07MabXtg). Play the video from 6:45 to 7:35.
Featured Source B is a map of the Augusta Canal National Heritage Area (https://augustacanal.com/download/Map%20Handouts%2011%20x%2017.pdf).
Featured Source C is ... a primary source political cartoon (1869). Obtained from https://www.loc.gov/pictures/item/2001696535/.
● **Featured Source D** is ...a primary source written text from the Augusta Chronicle newspaper (1886). Obtained from https://chineseamericanhistorian.blogspot.com/2014/05/chinese-to-deep-south.html.

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Augusta emphatically denies that “the Chinese population in that city runs into the hundreds,” or that they are “running the white traders from the town.” The Chronicle says there are not more than thirty Chinamen there.
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● **Featured Source E** is ...a primary source written text from the United States Bureau of the Census (1914).

#### Table 53.—NUMBER OF CHINESE AND JAPANESE IN 1910, 1900, 1890, AND 1880, BY DIVISIONS AND STATES.

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<th>CHINESE 1890</th>
<th>CHINESE 1880</th>
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<tr>
<td>Oregon</td>
<td>7,263</td>
<td>10,387</td>
<td>9,540</td>
<td>9,510</td>
<td>5,418</td>
<td>2,501</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>36,248</td>
<td>55,755</td>
<td>72,472</td>
<td>75,143</td>
<td>41,246</td>
<td>10,131</td>
<td>1,147</td>
<td></td>
</tr>
</tbody>
</table>

- **Featured Source F** is ...a timeline (1873-2019) from the Chinese Consolidated Benevolent Association (CCBA) of Augusta, Georgia (https://ccbaaugusta.com/history/).

*A screenshot of 1873-1927 is shown below. Please click the associated link to view the full timeline.*
Supporting Question 2

The first portion of the second supporting question - “**What Asian American contributions are the most visible to us?**” - offers students an opportunity to explore contributions in the broader Augusta community (i.e., beyond the Augusta Canal; **Sources A, B, C, and D**); however, it also allows students to revisit the Augusta Canal in more depth (**Source E**). The second portion of the second supporting question - “**Why are some Asian American contributions more visible than others?**” - offers students an opportunity to consider why some contributions are visible, and why dedicated efforts are required to bring other contributions that visibility. This graphic organizer should be completed as a jigsaw (**https://cdn.vanderbilt.edu/vu-wp0/wp-content/uploads/sites/59/2020/06/1174426/Jigsaw-Final.jpg**).
Small student focus groups could be assigned one of the five sources; then, they could be asked to complete the graphic organizer for their assigned course. Student representatives from each focus group could come together into task groups to complete their graphic organizers for each of the five sources. Optional: The entire class could come together to share out. This would give the teacher an opportunity to facilitate conversations through providing additional detail and correcting any misconceptions that may arise.

<table>
<thead>
<tr>
<th>Source</th>
<th>What contribution(s) does this source visibly show us? What contribution(s) are not visibly shown in this source (i.e., invisible)?</th>
<th>What did this/these contribution(s) do for the Augusta, Georgia community in the past?</th>
<th>What does this/these contribution(s) do for the Augusta, Georgia community today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert Source A</td>
<td>Visible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invisible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert Source B</td>
<td>Visible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invisible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert Source C</td>
<td>Visible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert Source D</td>
<td>Visible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Invisible:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insert Source E</th>
<th>Visible:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Invisible:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Featured Source A** is ... a primary source image (1927) of the Founders of the CCBA of Augusta, Georgia. Obtained from [https://ccbaaugusta.com/history/](https://ccbaaugusta.com/history/).
Featured Source B is a primary source image (1935) of CCBA members in Augusta, Georgia’s bicentennial parade. Obtained from https://ccbaaugusta.com/history/.
• **Featured Source C** is a primary source image of a Chinese American owned and operated grocery store in Augusta, Georgia.
  
Figure 47 Many Chinese in the South operated small family run grocery stores to serve black communities such as this one in Augusta, Ga.

- **Featured Source D** is a primary source image of a Chinese American owned and operated laundry in Augusta, Georgia.
Figure 49 Kam Lee (aka Heung Sec) shortly before his retirement in 1967 (lt) and his laundry store on Seventh Street in Augusta, Georgia (rt). Courtesy, June Loo.

- **Featured Source E** is ...a virtual tour of the Augusta Canal in Augusta, Georgia ([https://augustacanal.com/AC/index.html](https://augustacanal.com/AC/index.html)).
Supporting Question 3

The third supporting question - “What challenges do/have Asian Americans face(d) in our state?” - raises students’ awareness of local challenges that Asian Americans face in Georgia as well as challenges that students their own age face. Through their examination of the sources, they will understand the ways in which they can bring more justice and fairness to the world and stand up for themselves and others (Action 17 [AC.3-5.17]). The third supporting question, formative performance task, and sources have the potential to stimulate connections with traumatic moments that students have experienced first-hand. Learning for Justice has a resource for teachers to respond to trauma in their classrooms:

- [https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom](https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom)

Thus, please approach this content from a trauma-informed approach. First, students will learn about the murder of Asian Americans at a suburban Atlanta spa in 2021 (Source A). They were murdered by a white man during the height of anti-Asian hate crimes in the United States during the COVID-19 pandemic. Many consider this instance as a hate crime. The teacher should provide a definition of hate crime (Source B) for students. Next, the teacher should shift the focus of the inquiry to the challenges that students their own age face (which also intersect with challenges that Asian Americans face). Source C features statistical data from the National Center for Education Statistics on students’ reports of hate-related words and hate-related graffiti. The teacher can facilitate a conversation around whether their students have experienced hate-related words or hate-related graffiti inside (or outside) of the classroom/school. Source D is a video of Oregon City Public School elementary students reading Amanda Gorman’s Change Sings. Based on the read aloud video, the teacher can prompt the students to think about what they can do in the face of hate (e.g., hate-related words or hate-related graffiti). What can students do to bring more justice and fairness to the world? What can students do to stand up for themselves and others? Source E is the No Place for Hate Pledge from the Anti-Defamation League. The pledge states, “I promise to do my best to treat everyone fairly. I promise to do my best to be kind to everyone - even if they are not like me. If I see someone being hurt or bullied, I will tell a teacher. Everyone should be able to feel safe and happy in school. I want our school to be No Place for Hate.” The teacher should make sure that all students have an understanding about what each of the five points on the pledge means. This pledge should be sent home with students to discuss with families. Thus, the students should be able to explain each of the five points on the pledge to their family members. Then, the student and their family members can sign the pledge (if they choose to do so). To conclude, students will write a paragraph that describes the differing (and shared) challenges that Asian Americans and elementary students face.

- Featured Source A is ...a primary source image (2021) of a makeshift memorial outside Gold Spa in Atlanta, Georgia.

Defining a Hate Crime

A hate crime is a traditional offense like murder, arson, or vandalism with an added element of bias. For the purposes of collecting statistics, the FBI has defined a hate crime as a "criminal offense against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." Hate itself is not a crime—and the FBI is mindful of protecting freedom of speech and other civil liberties.

*Featured Source C is ...data from the National Center for Education Statistics on students’ reports of hate-related words and hate-related graffiti ([https://nces.ed.gov/programs/coe/indicator/a09](https://nces.ed.gov/programs/coe/indicator/a09)). *This should be updated when new data is released from the National Center for Education Statistics.*
In 2019, about 7 percent of students ages 12–18 reported being called hate-related words at school during the school year, which was lower than the percentage reported in 2009 (9 percent). About 23 percent of students reported seeing hate-related graffiti at school during the school year in 2019, which was a decrease from 29 percent in 2009.

- **Featured Source D** is a video of Oregon City Public School elementary students reading Amanda Gorman’s *Change Sings* ([https://www.youtube.com/watch?v=_DQpiIXxb_4](https://www.youtube.com/watch?v=_DQpiIXxb_4))

- **Featured Source E** is the No Place for Hate Pledge from the Anti-Defamation League ([https://discovery.apsva.us/wp-content/uploads/sites/14/2021/05/No-Place-for-Hate-Pledge-Poster-English.pdf](https://discovery.apsva.us/wp-content/uploads/sites/14/2021/05/No-Place-for-Hate-Pledge-Poster-English.pdf))
Supporting Question 4

The fourth supporting question - “How do we make the history and contributions of Asian Americans more visible in our state?” - brings students’ attention to the ways in which they can work with their friends and family to make their school and community fair for everyone, and they will learn how to work hard and cooperate in order to achieve their goals (Action 20 [AC.3-5.20]). Source A is a primary source image (2021) of Atlanta Korean American Committee against Asian Hate Crimes members. With Source A, students should be able to identify protesting as an action that makes the history and contributions of Asian Americans more visible. Source B
is an event flier from the Augusta CCBA and the Lucy Craft Laney Museum of Black History (2022). The purpose of the event is to promote “conversations between the African American and Chinese Communities of Augusta, Georgia.” With Source B, students should be able to identify conversations where participants are sharing and listening as an action that makes the history and contributions of Asian Americans more visible. Source C is a Laney-Walker Heritage walking tour flier (2022). The purpose of the walking tour is to “discover the profound and historic impact of the Laney-Walker district of Augusta, GA.” On the Augusta CCBA’s Facebook, they add context - “The historic Laney Walker Corridor in Downtown Augusta was the center of the African American Business community throughout the early to mid 1900’s. Sprinkled throughout the corridor were many Chinese grocery stores.” With Source C, students should be able to identify a historical walking tour as an action that makes the history and contributions of Asian Americans more visible to participants. Source D is a collection of oral histories from the Augusta Chinese American Oral History Project (funded by the Georgia Humanities Council and the National Endowment for the Humanities in 2011). With Source D, students should be able to identify a collection of oral histories as an action that makes the history and contributions of Asian Americans more visible. The teacher should select 2-3 oral histories to highlight for students. Source E is a website detailing the ways in which individuals can support the Asian American community in Georgia (2020). For this inquiry, the focus should be on point four (i.e., support community organizations in Georgia). With Source E, students should be able to identify community organizing as an action that makes the history and contributions of Asian Americans more visible (Justice 15 [JU.3-5.15]). The teacher should select 2-3 community organizations to highlight for students. Lastly, students will create a poster with words and images that describes what elementary students can do to make the history and contributions of Asian Americans more visible.

- **Featured Source A** is ...primary source image (2021) of Atlanta Korean American Committee against Asian Hate Crimes members
“Members of the Atlanta Korean-American Committee against Asian Hate Crimes hold signs during a vigil for the victims of the spa shootings outside of the Gold Spa in Atlanta on March 19, 2021. The committee consists of Korean-American community members, business leaders and religious leaders.” Alyssa Pointer with The Atlanta Journal-Constitution

Featured Source B is ...an event flier from the Augusta CCBA and the Lucy Craft Laney Museum of Black History (2022). Obtained from https://www.facebook.com/ccbaaugusta/.
Organized by the Augusta Chinese Consolidated Benevolent Association and the Lucy Craft Laney Museum of Black History

BREAKING RACIAL BARRIERS
CONVERSATIONS BETWEEN THE AFRICAN AMERICAN AND CHINESE COMMUNITIES OF AUGUSTA, GEORGIA

SAVE THE DATE!
VIRTUAL EVENT
THURSDAY FEBRUARY 24
6PM EST

REGISTER HERE:
*url is case-sensitive*

Sponsored by Center For Asian American Media and the National Action Network

Email blurringthecolorline@gmail.com for more info
www.blurringthecolorline.com

Archival photo curtesy of Dorothy Loo

Featured Source C is ...a Laney-Walker Heritage walking tour flier (2022). Obtained from https://www.facebook.com/ccbaaugusta/.
Upcoming Walking Tour:
March 5th & 26th
1:00pm - 2:30pm
Tour start location: Corner of Laney-Walker and Phillips Street next to the gravesite of Lucy Craft Laney
Cost: $20.00 per adult
$10.00 per child (12 and under)
Discover the profound and historic impact of the Laney-Walker district of Augusta, GA on this special guided tour.
Tour Sites Include:
- Christ Presbyterian Church
- Lucy Craft Laney High School (The site of the Haines Normal and Industrial Institute)
- The gravesite of Lucy Craft Laney
- The Laney House
- The Tutte House
- The Bohler House
- The Wallace Branch Library
- The Pearson House
- The gravesite of C.T. Walker
- Tabernacle Baptist Church
- The former site of the Pilgrim Health and Life Insurance Company

To book a tour or for more info please contact Mr. Corey Rogers at ocur761@gmail.com
Masks are required and social distancing will be enforced.

Featured Source D is ...a collection of oral histories from the Augusta Chinese American Oral History Project (funded by the Georgia Humanities Council and the National Endowment for the Humanities in 2011). Image obtained from https://www.facebook.com/ccbaaugusta/. Oral histories can be found at the following: https://dlg.usg.edu/collection/gaec_caoh.
Featured Source E is a website detailing the ways in which individuals can support the Asian American community in Georgia (2020). For this inquiry, the focus should be on point four (i.e., support community organizations in Georgia). Obtained from https://aapicommission.org/ways-to-support-the-asian-american-community-in-georgia/.
Summative Performance Task

At this point in the inquiry, students have examined Asian Americans’ experiences in Georgia - focusing on the stories of struggle, strength, and successes of past and present Asian Americans. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims (D3.3.3-5). In this task, students construct an evidence-based argument using multiple sources to answer the compelling question, “In what ways have Asian Americans contributed to my state?,” in order to make the history and contributions of diverse groups of Asian Americans more visible as well as the need to study the history and contributions of Asian Americans in our state.

4. Support community organizations in Georgia

1. Asian Americans Advancing Justice – Atlanta

2. National Asian Pacific American Women’s Forum – Atlanta

3. Asian American Advocacy Fund

4. Asian American Resource Center

5. Center of Pan Asian Community Services

6. Korean American Coalition Metro Atlanta

7. National Association of Asian American Professionals – Atlanta (NAAAP)

8. A list of other Asian American organizations in Atlanta

9. City of Atlanta Board & Commissions
Students’ arguments will likely vary, but could include any of the following:

- **Diverse groups of Asian Americans have rich histories in Georgia and have contributed to Georgia in many ways; thus, we should learn more about their lives and experiences through our learning opportunities in school.**

- **Chinese Americans settled in Augusta, Georgia where they initially contributed to enlarging the Augusta Canal. They also have a history of contributing to the broader community through professional organizations, cultural events, and businesses like groceries and laundries. We should learn more about not only their visible contributions to communities (e.g., Augusta Canal), but also their invisible contributions (e.g., labor).**

- **Throughout history, Asian American contributions have been challenged by hate. We should learn more about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.**

To support students in their writing, the teacher could provide students with a graphic organizer.

<table>
<thead>
<tr>
<th>Source</th>
<th>Evidence (related to history and contributions of Asian Americans in our state)</th>
<th>Claim</th>
<th>Details (acknowledging competing viewpoints)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert Source</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert Source</td>
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</table>

To extend their arguments, teachers may have students record a video to teach the public about the need to study the history and contributions of Asian Americans in our state using specific claims and relevant evidence from sources while acknowledging competing views. Students will highlight the history and contributions of diverse groups of Asian Americans in which they highlight the place-based information that they have learned throughout the inquiry. Ideally, student videos would be sent to the local library to be housed as accessible open-educational resources. Another option (if recording videos is not accessible due to time or resources) - students could present their responses to the compelling question at an education day at their local library.

Students have the opportunity to Take Informed Action by further researching the contributions of Asian Americans in their home communities (Understand). They will develop a set of oral history interview questions to explore a particular topic of interest in their home communities (Assess) (D2.His.3.3-5). Lastly, students will conduct, record, and summarize an oral history interview with a community member (Act).