

We Are Here: Civic Education through Southeast Asian Deportation Community Defense

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In elementary classrooms, teaching immigration often begins and ends at Ellis Island—without discussions of racist migration policies or engagement with current issues.¹ Although contemporary immigration is rarely discussed with elementary students, the number of young people from immigrant and/or refugee backgrounds in the U.S. continues to rise.² This exploration of Southeast Asian (SEA) deportation community defense provides opportunities for young people to understand the relationship between power, migration, and citizenship. Civic education “typically stresses allegiance to the nation” and can be “exclusionary toward linguistically and culturally diverse individuals and groups.”³ For that reason, the suggested activities will focus on Southeast Asian deportation as a historical and contemporary example of who is included and excluded from the borders of U.S. citizenship (and why). Building on critical approaches to civic education, this article will begin by sharing essential context on Southeast Asian deportation before suggesting interactive activities that uplift this community’s unheard stories.⁴

Confronting Past and Present Harms

At Joseph R. Biden’s presidential inauguration, National Youth Poet Laureate, Amanda Gorman, recited: “It’s because being American is more than a pride we inherit, / it’s the past we step into / and how we repair it.”⁵ Seemingly in line with these words, the acting Secretary of the Department of Homeland Security (DHS) directed a review on that same day of the U.S. immigration enforcement practices and policies. Under former administrations, detentions and deportations by Customs and Border Protection (CBP) and Immigration and Customs Enforcement (ICE) steadily rose.⁶ Currently, seventeen thousand refugees and immigrants from Cambodia, Laos, and Vietnam have removal orders—prompting detention and deportation proceedings.⁷ Community members



Cambodian refugee children at the Ban Mai Rut refugee camp near Klong Yai, Thailand, 1979.

John Isaac/UN Photo #86022, Oct. 21, 2014 via Flickr CC BY-NC-ND 2.0

and activists who have fought against SEA deportations were hopeful when President Biden’s memorandum called for the temporary pause of “removals for certain noncitizens ordered deported to ensure we have a fair and effective immigration enforcement system.”⁸ The new administration appeared to be embracing an opportunity to address one of the many ways that several communities have been harmed over the course of this nation’s past and present.

Context of Southeast Asian Deportations

After their forcible displacement from Southeast Asia because of the U.S. war and its devastating impact on Cambodia, Laos, and Vietnam in the 1970s, many SEA refugees resettled in the U.S. They have since become the largest refugee community to be resettled in the U.S. U.S. legislation and resettlement services often placed SEA refugees in communities of concentrated poverty.⁹ Within systematically under-resourced and criminalized communities, some SEA refugee youth



Fibonacci Blue, Protest for the release of Minnesota Cambodian refugees, January 17, 2017, via Flickr CC BY 2.0

Advocates protesting outside the office of U.S. Immigration and Customs Enforcement (ICE) at Fort Snelling, MN to call for the release of detained Cambodian community members, 2017.

engaged in survival practices that ultimately placed them within a pipeline from incarceration to deportation.¹⁰

The so-called War on Drugs of the 1970s and “tough on crime” legislation in the following decades resulted in the over-policing of communities of color in the U.S.¹¹ As overall incarceration rates rose dramatically in the 1990s, the incarcerated Asian American and Pacific Islander (AAPI) population “increased by over 250 percent between 1990 to 2000, with over 3,000 new admissions in 2000.”¹² Now, years later, many SEA community members with prior convictions are at risk of deportation. SEA refugees are at least three times more likely than other immigrants to be deported based on past criminal convictions. Deportations of SEA community members have only increased under the Trump administration.¹³ The deportation of Cambodian community members has increased by 279%.¹⁴ Close to 3,500 Hmong and Lao community members nationwide are subject to removal orders to Laos.¹⁵

To protect and build the capacity of their communities, SEA community groups and networks have been mobilizing to defend communities from mass deportations over the past two decades. As COVID-19 unfolds and uprisings take place across the country, Black and Indigenous communities and communities of color have been disproportionately affected by the pandemic and by policing. At the same time, the SEA community faces an ongoing deportation crisis.¹⁶

Focusing on community struggles against SEA depor-

tations provide many opportunities for young people to deeply consider and interrogate “inequitable institutions, policies, and practices in our civic life.”¹⁷ Recognizing the ways that themes within social studies are interrelated, a study of SEA deportation community defense draws connections between causes and patterns of migration, implications for local and global communities, and the influence of power, authority, and governance on lived experiences.¹⁸ Focusing on SEA deportation community defense amplifies the agency that we have as individuals and as collectives, providing opportunities for young people to situate themselves within broader contexts and recognize the power that they and their communities have.¹⁹

Considerations and Caveats

A common refrain in SEA deportation community defense events and rallies is “We are here because you were there.” Engaging with SEA deportation is necessarily engaging with legacies of U.S. imperialism and militarism.²⁰ To implement these activities, teachers should have a preliminary understanding of the U.S. war in Southeast Asia and its aftermath.²¹ The U.S. government was heavily involved in Cambodia, Laos, and Vietnam in the mid to late twentieth century to combat the spread of communism.

Engaging with SEA deportation is also engaging with complex relationships and understandings of incarceration and the

U.S. criminal legal system. Ultimately, these activities center the safety, humanity, and liberation of all community members. Starting from an understanding that SEA deportations cause a “double displacement” of SEA refugees—those who were not only displaced due to war and genocide, but now due to former criminal convictions—the activities focus on the impact that deportations have not only on the individual, but on the whole community. While beyond the scope of this article, there are opportunities to engage young people in conversations about accountability in this context and what accountability could look like if we were to dream beyond incarceration.

Lastly, as with all our instruction, a foundation of trust, love, and care should already be established in the classroom before moving into these activities.²² In addition to establishing community agreements or classroom norms, it may be helpful to revisit and re-emphasize norms that uplift students’ safety and “[counter] common constructions of immigrants as ‘others.’”²³ Practices such as shifting language use, acknowledging the presence of undocumented students (without naming specific students), and normalizing undocumented status all contribute to creating a safe environment to be able to engage with these activities. Moreover, the deep trust and relationships that you have built and are continuing to build with your students are all critical components of facilitating these activities.

Objectives

The following suggested activities encourage upper elementary social studies students to analyze the connections between power and migration through the specific case of SEA deportation community defense. Through engaging with this historical and contemporary example of cycles of

displacement, students will make connections between U.S. policies, subsequent SEA resettlement and, later, deportation and explore ways that individuals and communities step into their power to combat injustices. Through these activities, students will be able to:

- Investigate the relationship between their relationship to migration and U.S. legislation and/or policies,
- Describe deportation and the impact that this has not only on the removed individual, but also their communities,
- Compare and contrast past U.S. migration legislation and refugee resettlement with present policies and impacts on SEA communities.

Dimension 2, Applying Disciplinary Concepts and Tools, of the C3 Framework for civics and history offers points of engagement for elementary students about SEA deportation community defense.²⁴

- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.
- D2. His.14.3-5. Explain probable causes and effects of events and developments.

Introduction to Classroom Application

Create an anchor chart on the board with the word *Migration* in the middle. In the four corners of the chart paper, write in smaller letters *what, who, why, how*. You will be adding onto

Sidebar A: Spotlight on Saray Im

Saray Im is a community member the Asian American Resource Workshop (AARW) in Boston, MA has been working with over the last few years. The community organization has amplified Saray’s deportation case, with the support of Saray and his family, to garner support for his case and raise public awareness on the broader injustice of deportation within and beyond the Southeast Asian community. This spotlight provides an opportunity to hear and trace Saray’s narrative in multiple forms through primary and secondary sources: news articles, photographs, and a documentary. As educators modify the resources to meet the needs of their students, consider the following reflective questions:

- What is this person’s story? Who is their community? Who else has been impacted by their detention and potential deportation?
- Where do you see power in these resources? Who has power and how are they using it?

- What are ways that individuals and communities are coming together to combat deportations?

Resources

Constante, Agnes. “Decades after Resettlement, Cambodian refugees still vulnerable to prison-to-deportation pipeline,” NBC News, April 27, 2020. <https://www.nbcnews.com/news/asian-america/decades-after-resettlement-cambodian-refugees-vulnerable-prison-deportation-pipeline-n1193581>. Note: Use Saray’s fifth grade school photo and Saray’s family photo at his daughter’s high school graduation in 2016.

Dooling, Shannon. “‘My Family Will Fight’: One Cambodian Refugee’s Check-In with ICE.” Local Coverage. *WBUR*. October 3, 2019. <https://www.wbur.org/news/2019/10/03/cambodian-refugee-deportations-ice>.

Redondo, Brian, dir. *Keep Saray Home*. Boston, MA: Working Films, 2010. <https://www.keepsarayhome.com>.

this anchor chart throughout the course of these activities.

Through an anonymous poll, all students will respond to the following prompts with yes or no. Before filling out the survey, the teacher should indicate that students should only respond to what they feel comfortable responding to and that the purpose of the activity is to learn more about the different experiences and histories in the class. I recommend that you update some of these prompts or add in additional prompts based on your knowledge of your students.

- You or your family's first language is not English.
- You have had to translate and/or interpret for your family.
- You or your family are immigrants.
- You or your family came to the U.S. for safety.
- You or your family have never been back to the country they were born and/or raised in.
- You know someone who has been deported.

Sidebar B: Key Terms

Southeast Asia: Sometimes, Southeast Asia can mean countries like the Philippines, Thailand, and more. For these activities, Southeast Asian will mean people with roots in Cambodia, Laos, and Vietnam. We are focusing on people who experienced war and genocide during the 1950s-70s, which caused many to leave their homes and move to other countries, like the U.S. While we are grouping people from these countries together because of this shared history, it is important to remember that they also have different experiences, cultures, languages, and more.

Refugee: Refugees are people who have run away from their home countries because of war, violence, or being treated badly because of who they are. They try to find safety in another country.¹

Immigration: Immigration is when people move from one country to another country.²

ICE: Immigration and Customs Enforcement, created in 2003 after the attacks on September 11, 2001. Usually, ICE is known for how they arrest, detain (hold), and deport undocumented immigrants in the U.S.³

Deportation: When a person or a group is removed from a country.

Notes

1. "What is a refugee?" UNHCR, accessed January 5, 2022, <https://www.unhcr.org/en-us/what-is-a-refugee.html>.
2. "Immigration," History, accessed January 5, 2022, <https://www.history.com/topics/immigration>.
3. Ron Nixon and Linda Qiu, "What Is ICE and Why Do Critics Want to Abolish It?" *New York Times*, July 3, 2018, <https://www.nytimes.com/2018/07/03/us/politics/fact-check-ice-immigration-abolish.html>.

As you gather the anonymous responses to the prompts above, appreciate students for their willingness to engage and represent their responses in a visual way, so that students can see the volume of different responses. Then ask: What do you notice about the results? What do you see? As you hear student responses, affirm their noticings and share that the prompts generally represent some of the experiences of a significant number of people in the United States. One group that has experienced some of the above is the Southeast Asian community. Write *Southeast Asian community* on the *who* corner of the anchor chart. Then, go over the key terms.²⁵ After sharing the key terms and definitions with students, ask: How do you think the prompts relate to migration? As students respond, record their answers on the anchor chart in the *what* corner.

Migration and Movement Timeline²⁶

As you transition to the next activity, prepare a timeline that spans across one wall of your classroom.²⁷ This timeline should have approximate dates displayed and the U.S. legislation timeline events printed and taped to the wall. Since students will not need the events immediately, I suggest that you cover the content of the legislation with construction paper but leave the dates on the timeline visible. At the top of the timeline should be the words *When and Where*. This large timeline will become another aspect of the migration anchor chart.

Give all students a blank index card. Indicate that the class will now continue to reflect on our own experiences. Give the following prompt to students:

On the index card, write down what you know or remember about your or your family's migration story. If possible, include dates or years on the card. If you do not remember, that is ok—just share what you know! Consider moments in your own life when you have moved to another place too. If you and your family have not moved or migrated, that you know of, you can write about your home right now. Everything counts!

After some time, ask students to tape their index card onto the timeline approximately at the year where their event took place. Give students time to do a gallery walk and read through their peers' stories. Then, remove the construction paper that you had placed earlier and give students an opportunity to read about legislation that may have occurred near the event that they contributed.

Placing students into smaller groups with other students that had events close to them on the timeline, ask: What do you notice about the timeline? What are some similarities and differences between the events or stories that you all placed onto the timeline? Students should use a graphic organizer to record some of their responses.²⁸ Then, students should select a piece of legislation that occurred near their group's

events to research further.²⁹

As the class comes back together, ask: What are some of the reasons why people move or migrate? Each small group should share their responses. As students share their responses, add onto the *who* corner (if applicable) and fill in the *why* corner

of the anchor chart. Then, ask each group to share about the legislation that they explored. As students share aloud, begin to fill in the *how* corner of the anchor chart with the legislation that facilitated migration. After students share about the legislation that they explored, ask: Based on the

Sidebar C: Timeline

Print the events from this resource: <https://immigrationhistory.org/timeline/>. In addition, add the following legislation that is not already included. Note that these will be the pieces of legislation that you uplift in relation to Southeast Asian deportation. Source: Community Defense Team, Asian American Resource Workshop (AARW).

- **April 30, 1975:** the end of the war in Southeast Asia, and the start of the mass exodus/displacement of Southeast Asian communities from their homelands.
- **Refugee Resettlement Act (1980):** temporary funding set by U.S. government to resettle hundreds of thousands of Southeast Asian refugees through an ad hoc Refugee Task Force. This act increased the number of refugees admitted into the U.S.
- **Violent Crime Control & Law Enforcement Act (1994):** largest crime bill in the history of the United States which consisted of 356 pages that provided for 100,000 new police officers, \$9.7 billion in funding for prisons, and \$6.1 billion in funding for prevention programs, which were designed with significant input from experienced police officers.
- **Personal Responsibility and Work Opportunity Reconciliation Act (1995):** started the Temporary Assistance to Needy Families (TANF) program, which placed time limits on welfare assistance and replaced the longstanding Aid to Families with Dependent Children (AFDC) program. Other changes included stricter conditions for food stamps eligibility, reductions in immigrant welfare assistance, and recipient work requirements.
- **Illegal Immigration Reform and Immigrant Responsibility Act (1996):** a law that vastly changed immigration laws in the U.S. This act states that immigrants unlawfully present in the U.S. for 180 days but less than 365 days must remain outside the U.S. for three years unless they obtain a pardon. If they are in the U.S. for 365 days or more, they must stay outside the U.S. for 10 years unless they obtain a waiver. If they return to the U.S. without the pardon, they may not apply for a waiver for a period of 10 years. Under this act, minor offenses such as shoplifting may make individuals eligible for deportation. When IIRIRA was passed, it was applied retroactively to all those convicted of deportable offenses.
- **Cambodian Repatriation Agreement (2002):** an agreement signed between the U.S. government and Cambodia to accept Cambodian nationals back to the country.
- **Vietnamese Repatriation Agreement (2008):** an agreement signed between the U.S. government and Vietnam to accept Vietnamese nationals back to the country. The Memorandum of Understanding (MOU) stated that Vietnamese people who came to the U.S. before July 12, 1995, would be protected from deportation, if they were born/lived in another country besides Vietnam, and/or if there were humanitarian considerations.
- **Increase in Detentions & Deportations in Southeast Asian community (April and August 2017):** In April, nearly 100 Vietnamese community members across the nation were detained in York County Detention Center & Krome Detention Center. In August, in response to the attack on Vietnamese communities, a national network of local Vietnamese community groups/organizations came together to fight against Vietnamese deportation and protect their community.
- **Increased ICE Activity in Vietnamese community (September 2017):** ICE rounded up Vietnamese community members across the nation and detained them in detention centers in Georgia.
- **National Southeast Asian Deportation Strategy Convening in Washington, D.C. (February 2018):** Over 50 Cambodian, Vietnamese, Lao and Hmong community organizers, leaders, and impacted folks came together to connect and build with each other and to begin discussing and developing a national coordinated strategy to fight to end Southeast Asian deportation
- **Southeast Asian organizations file Joint Freedom of Information Act (April 2018):** 70 organizations across the nation signed the joint FOIA request submitted to ICE for the detention and deportation information of all Southeast Asian community members. On April 4, 43 Cambodian members were deported back to Cambodia—the largest single deportation ever.

Note: Educators may want to update, modify, or include a glossary of terms for the timeline content. Vocabulary terms like *longstanding*, *waivers*, and *retroactively* might need to be altered or a definition provided. Consider the language of the timeline and how your students at various reading levels will be able to engage. Depending on the timeframe of the lesson(s) or unit, reduce the events on the timeline. Educators will know their students best, so use your professional judgment to include events you feel may be most relevant. Please consider and modify for your students' needs, reading strengths, background knowledge, and more.

stories that you read or wrote, how else did people move or migrate? Include student responses in the *how* corner. Introduce two reflection questions that will be framing and guiding the upcoming activities:

- Where do you see power in the events on the timeline? Consider a specific event or piece of legislation—who has power and how are they using it?
- What are ways that individuals and communities are coming together to combat injustice?

Ask students to individually consider the reflection questions and then share some initial ideas with a partner. Collect responses from students who may be eager to share and indicate that these are questions that you will be returning to; students should not be concerned if they are not yet sure. Conclude this segment by sharing that some of these pieces of legislation were pivotal to the resettlement of SEA refugees to the U.S.; some of these pieces of legislation are now the cause of mass deportations in the SEA community.

Real Stories and Resistance

Placing students back into the same small groups, divide excerpts of Thi Bui’s “Refugee to Detainee: How the U.S. is Deporting Those Seeking a Safe Haven.”³⁰ This is a longer graphic representation that focuses on multiple Southeast Asian community members who have removal orders: Borey Ai (PJ), Andy Trinh, Dy Nguyen, Ngoc Hoang, and Ke Lam. Before proceeding with utilizing the narratives, however, facilitators should note that there is violence alluded to and depicted in the resource, including self-harm. Drawing on the foundation of trust, love, and care that you are continuing to build with your students, please provide a content warning to them and hold space for your students to ask questions. Ultimately, they may decide that they are not comfortable engaging with the resource—indicate that this is a valid decision. Take the space to notice and name the emotions that you might be feeling in that moment and that students may be feeling as they consider the content that they might encounter. Lastly, indicate that there will be an alternative to the graphic representation and that students will still be able to deeply engage with a community member’s story in a different form.

For those proceeding with Thi Bui’s graphic storytelling, each small group should only receive one community member’s story. As each small group is reading the story of their community member, ask:

- What is this person’s story?
- Who is their community? Who else has been impacted by their detention and potential deportation?
- What legislation do you see related to this person’s

case? What is the role of the U.S. government or policies?

- Where would their story fall onto the class timeline?

After having an opportunity to read their own story and record responses to the questions above, students should transition into jigsaw groups in which they are grouped with others who read about different community members. As students complete sharing in their jigsaw groups, invite the whole class to review the migration anchor chart that you all have created. Then, complete a read aloud of Thi Bui’s entire graphic representation, together, from beginning to end. Ask the class to consider the questions:

- Where do you see power in these stories? Who has power and how are they using it?
- What are ways that individuals and communities are coming together to combat injustice and deportations?

To debrief the series of activities from the day, ask students if they would add anything onto the migration chart based on the stories that they read. Then, ask:

- What connections do you see between U.S. legislation and policies and your own movement or migration story?
- What connections do you see between U.S. legislation and policies and the experiences of the Southeast Asian community?
 - How has this changed over time?
 - What impact does Southeast Asian deportation have?

Building on the last reflection question, return to Thi Bui’s graphic representation and note moments of resistance and the way that the Southeast Asian community has come together in different ways to combat deportations. Wrap up by watching the national campaign launch for the Southeast Asian Freedom Network (SEAFN).³¹ After watching the video, ask:

- Where do you see power in this video? Who has power and how are they using it?
- What are ways that individuals and communities are coming together to combat deportations?

As a closing reflection, offer the following reflection probes:³²

- I notice...
- I am still thinking about...
- I see connections between...
- Moving forward, I will...

Concluding Thoughts

Elementary students continually develop understandings of the world around them, who they are, and what their roles may be.³³ Critical civic education for children can disrupt “historically dominant forms of civic participation and civic discourses, shifting instead to learn about and enact civic traditions, tools, and strategies which emerge from children’s multiple and diverse identities and cultural communities.”³⁴ This series of suggested activities –which can take place in a single lesson or comprise a unit—aims to engage upper elementary students in exploring connections between power and migration through the lens of SEA deportation community defense. Not a recent phenomenon, SEA deportations provide insight to both the ways that cycles of displacement can be facilitated and perpetuated by government policies and the ways that individuals and communities come together to resist such injustices. By centering students’ own stories and experiences as a bridge to the stories of SEA community members who have been impacted by state violence and precarity, there are opportunities to support young people’s understandings of themselves, the world around them, and their agency. Teaching SEA deportation community defense within the context of civic education not only shows that citizenship is enacted in multiple ways, but also that, as a collective, there is potential to move closer to justice. 🌍

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Notes

1. See Noreen Naseem Rodríguez, “Teaching about Angel Island through Historical Empathy and Poetry,” *Social Studies and the Young Learner* 27, no. 3 (2015): 22–25; Noreen Naseem Rodríguez and Cinthia Salinas, “La lucha todavía no ha terminado/The struggle has not yet ended: Teaching Immigration through Testimonio and Difficult Funds of Knowledge,” *Journal of Curriculum Theorizing* 34, no. 3 (2019): 136–149; Kazi I. Hossain, “Immigration beyond Ellis Island: Suggestions for Teaching about Immigration in the Now,” *Multicultural Education* 22, no. 1 (2014): 56–59.
2. Rodríguez and Salinas, “La lucha todavía no ha terminado,” 136. See also Edna L. Paisano, Deborah L. Carroll, June H. Cowles, Kymberly A. DeBarros, Ann J. Robinson, Kenya N. Miles, and Roderick J. Harrison. *We the Americans: Asians* (U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census, 1993); Elizabeth M. Hoeffel, Sonya Rastogi, Myoung Ouk Kim, and Hasan Shahid, *The Asian Population: 2010*, 2010 Census Briefs (U.S. Census Bureau, 2012).
3. Jennifer M. Bondy, “Latina Youth, Education, and Citizenship: A Feminist Transnational Analysis,” *Theory and Research in Social Education* 44, (2016): 212–213; Anna Falkner and Katherina A. Payne. “Courage to take on the bull: Cultural Citizenship in Fifth Grade Social Studies.” *Theory and Research in Social Education* 49, no. 1 (2021): 79.
4. Noreen Naseem Rodríguez, “From Margins to Center: Developing Cultural Citizenship Education Through the Teaching of Asian American History,” *Theory and Research in Social Education* 46, (2018): 528–573.
5. Amanda Gorman, *The Hill We Climb: An Inaugural Poem for the Country* (New York: Viking, 2021).
6. See John Gramlich, “How border apprehensions, ICE arrests and deporta-

- tions have changed under Trump,” *Border Security and Enforcement, Pew Research Center*, March 2, 2020, <https://www.pewresearch.org/fact-tank/2020/03/02/how-border-apprehensions-ice-arrests-and-deportations-have-changed-under-trump/>; Associated Press, “Frontline, AP investigate Trump administration’s mass detention of migrant children,” *Press Release*, Associated Press, November 8, 2019, <https://www.ap.org/press-releases/2019/frontline-ap-investigate-trump-administration-s-mass-detention-of-migrant-children>.
7. See “Southeast Asian Organizations Denounce Deportation of 30 Vietnamese Americans,” *Southeast Asia Resource Action Center*, August 7, 2020, <https://www.searac.org/immigration/southeast-asian-organizations-denounce-deportation-of-30-vietnamese-americans>; *Southeast Asia Resource Action Center and American University Williams College of Law Immigrant Justice Clinic, Resource Guide for Southeast Asian Americans Facing Criminal Deportation* (Southeast Asia Resource Action Center, 2015), <https://www.searac.org/wp-content/uploads/2018/05/SEARAC-DeportationResourceGuide-web.pdf>.
 8. Department of Homeland Security, “Acting Secretary of DHS Directs a Review of Immigration Enforcement Practices and Policies,” *last modified January 20, 2021*, <https://www.dhs.gov/news/2021/01/20/acting-secretary-dhs-directs-review-immigration-enforcement-practices-and-policies>.
 9. See “Southeast Asian Organizations Denounce Deportation of 30 Vietnamese Americans,” *Southeast Asia Resource Action Center*.
 10. “Community Defense Against Southeast Asian Deportation,” *Asian American Resource Workshop*, accessed January 5, 2022, <https://www.aarw.org/fighting-southeast-asian-deportation>.
 11. See June Kuoch, “‘Deportable-Refugees’: Oral Histories of the Southeast Asian Freedom Network (SEAFN),” (master’s thesis, University of California, Los Angeles, 2020); Thi Bui, “Refugee to Detainee: How the U.S. is Deporting Those Seeking a Safe Haven,” *The Nib*, June 13, 2018, <https://thenib.com/refugee-to-detainee-how-the-u-s-is-deporting-those-seeking-a-safe-haven/>.
 12. Angela E. Oh and Karen Umemoto, “Asian Americans and Pacific Islanders: From Incarceration to Re-Entry,” *Amerasia Journal* 31, no. 3 (2005): 44.
 13. See “Southeast Asian Organizations Denounce Deportation of 30 Vietnamese Americans,” *Southeast Asia Resource Action Center*.
 14. Kimmy Yam, “ICE deported 25 Cambodian immigrants, most of whom arrived in the U.S. as refugees,” *Asian America, NBC News*, January 17, 2020, <https://www.nbcnews.com/news/asian-america/ice-deported-25-cambodian-immigrants-most-whom-arrived-u-s-n1117906>.
 15. Riham Feshir, “What you need to know about Trump’s plan to deport Hmong, Lao immigrants,” *Politics and Government, MPR News*, February 10, 2020, <https://www.mprnews.org/story/2020/02/10/what-you-need-to-know-about-trump-plan-to-deport-hmong-lao-immigrants>.
 16. Van Anh Tran, “Im/migration, Belonging, and Disrupting Cycles of State Violence: A Southeast Asian Deportation Defense Case Study Curricular Toolkit,” *The Center for the Humanities, CUNY*, <https://www.centerforthehumanities.org/programming/im-migration-belonging-and-disrupting-cycles-of-state-violence>.
 17. Katy Swalwell and Katherina A. Payne, “Critical Civic Education for Young Children,” *Multicultural Perspectives* 21, no. 2 (2019): 128.
 18. NCSS, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, MD: NCSS, 2010).
 19. See Sidebar A for a spotlight on Saray Im, a community member from Boston, MA who was at-risk of deportation. Saray’s story includes several primary sources that educators can utilize to engage students.
 20. Chia Youyee Vang, “Southeast Asian Americans,” in *The Oxford Handbook of Asian American history*, ed. David K. Yoo and Eiichiro Azuma (Oxford University Press, 2016), 88–103.
 21. See Sidebar C.
 22. Yolanda Sealey-Ruiz, “Archeology of the Self” accessed January 5, 2022, <https://www.yolandasealeyruiz.com/archaeology-of-self>.
 23. Dafney Blanca Dabach, Natasha Hakimali Merchant, and Aliza K. Fones, “Rethinking Immigration as a Controversy,” *Social Education* 82, no. 6 (2018): 310.
 24. NCSS, *The College, Career, and Civic Life Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).
 25. See Sidebar B for Key Terms list and processing suggestions.
 26. Educators may consider completing this timeline over the course of several days. I encourage educators to frame this timeline and activity with care, acknowledging that the upcoming activity may cause uncertainty, confusion, and/or pain. One suggestion might be to suggest that families engage with the timeline together. Framing the upcoming activity as a collaborative activity might allow facilitators to be intentional about acknowledging and addressing the harm that some family history projects or activities can cause.

27. See Sidebar C for timeline content and for note on adjustments.
28. The graphic organizer should include a section where students can record the similarities and differences between their stories. I suggest that the section of the graphic organizer for group research should provide space for students to record source titles, reliability checks, and the following questions: What does the legislation do? Who does the legislation apply to? What was the impact of this legislation?
29. To support students with research, I suggest creating tiered research options depending on student needs and teacher discretion: mild, medium, and spicy. For the mild tier, students can focus their research on either the Refugee Resettlement Act of 1980 or the Illegal Immigration Reform and Immigrant Responsibility Act (1996). For the medium tier, add the following pieces of legislation that students can select: Violent Crime Control & Law Enforcement Act (1994) and Personal Responsibility and Work Opportunity Reconciliation Act (1995). Lastly, indicate that students can select from the four legislation options above or from a different event from the timeline of their choice. I suggest that facilitators curate a brief source list to get students started on their research on the above legislation.
30. Given the difficult subject matter—there is violence in these narratives, including self-harm—this may be difficult for both students and facilitators to engage with. If the facilitator feels that a stronger foundation of trust should be in place before proceeding or if they feel that not enough support is in place for the class to proceed with the graphic representation, the class will still be able to engage with a community member's story. As an alternative to using Thi Bui's graphic representation, I suggest focusing solely on Sidebar A: Spotlight on Saray Im. While Saray is incredibly vulnerable

in sharing his story and there are difficult moments that he shares, the multiple forms allow for different students to be able to engage in the ways that make the most sense for them. For example, the news article has fewer violent details and may be less emotional for some students than the documentary. It will be at the facilitator's discretion as to the format of the activity (jigsaw or not) and as to how they would like to assign students to which type of resource.

31. ILoveMovementNetwork. "SEAFN National Campaign Launch Video!" YouTube. October 24, 2015. <https://www.youtube.com/watch?v=YYFUuWN-8Ks>.
32. Sealey-Ruiz, "Archeology of the Self"
33. "Powerful, purposeful pedagogy in elementary social studies," National Council for the Social Studies, 2017, <https://www.socialstudies.org/positions/power-fulandpurposeful>; See Rodríguez "From Margins to Center" and Amanda Elizabeth Vickery, "'This is a story of who America is': Cultural Memories and Black Civic Identity," *Journal of Curriculum and Pedagogy* 17, no. 2 (2020): 103–134.
34. Falkner and Payne, "Courage to take on the bull," 80. See also Swalwell and Payne, "Critical Civic Education for Young Children," 127–132.

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Sidebar D: Resources for Teachers

Southeast Asian Stories

Bui, Thi. *The Best We Could Do*. Abrams ComicArts, 2018.

Phi, Bao, and Thi Bui. *A Different Pond*. Capstone Publishers, 2017.

Wars and Genocide in Southeast Asia

Burns, Ken, Lynn Novick, Geoffrey C. Ward, et al. *The Vietnam War*. PBS, 2017.

Espiritu, Yen Le. *Body Counts: The Vietnam War and Militarized Refuge(es)*. University of California Press, 2014.

Gonchar, Michael. "Teaching the Vietnam War with Primary Sources from *The New York Times*." *New York Times*, March 29, 2017. <https://www.nytimes.com/2017/03/29/learning/lesson-plans/teaching-the-vietnam-war-with-primary-sources-from-the-new-york-times.html>.

"Secret War in Laos." Legacies of War. <http://legaciesofwar.org/about-laos/secret-war-laos/>.

Schlund-Vials, Cathy J. *War, Genocide, and Justice: Cambodian American Memory Work*. University of Minnesota Press, 2012.

Asian American, Pacific Islander, and Southeast Asian Incarceration

Arifuku, Isami, Delores Peacock, and Caroline Glesmann. "Profiling Incarcerated Asian and Pacific Islander Youth: Statistics Derived from California Youth Authority Administrative Data." *AAPI Nexus: Policy, Practice and Community* 4, no. 2 (2006): 95–110.

Le, Thao, Isami Arifuku, Moishe Krisberg, and Eric Tang. "Not Invisible: Asian Pacific Islander Juvenile Arrests in Alameda County." Asian Pacific Islander Youth Violence Prevention Center: National Council on Crime and Delinquency Report, Oakland, CA, 2001.

Oakland API Community Response Plan Participating Agencies and Individuals. "Under the Microscope: Asian and Pacific Islander Youth in Oakland—Needs, Issues, Solutions." API Youth Violence Prevention Center: National Council on Crime

and Delinquency Report, Oakland, CA, 2007.

Southeast Asian Deportation Defense

The Southeast Asian Freedom Network (SEAFN) (2002) is a national collective of Southeast Asian grassroots groups working towards radical and transformational change led by those most impacted by systemic injustice. The leadership of SEAFN spans seven grassroots organizations across the US that value the work of organizing, intersectionality, and the need to ensure that this work is led by those most impacted. Each organization, through valuing this similar framework, focuses on different aspects and issues in the community. <https://www.facebook.com/SEAFreedomnetwork/>.

Asian Americans Advancing Justice-LA, Asian Pacific American Labor Alliance, Asian Prisoner Support Committee, National Education Association, and the Southeast Asia Resource Action Center. "Asian Americans and Pacific Islanders Behind Bars: Exposing the School to Prison to Deportation Pipeline." Southeast Asia Resource Action Center Report, 2015. https://www.searac.org/wp-content/uploads/2018/04/18877-AAPIs-Behind-Bars_web.pdf

"Community Defense Against Southeast Asian Deportation." Asian American Resource Workshop. <https://www.aarw.org/immigration-deportation>.

NBC News. "Deported: A Grassroots Movement (Part 1 of 5) | NBC Asian America," YouTube. March 16, 2017. Video. <https://www.youtube.com/watch?v=pdoFtGERRHg>.

Shakya, Sam. "Deportation of Southeast Asian Refugees." YouTube. May 23, 2019. <https://www.youtube.com/watch?v=XISGWRfx3Q8>.