

The principal focus of this issue of *Social Education* is its special section on teaching and learning Asian American history, whose guest editors are Virginia Loh-Hagan, Stewart Kwoh, and Pat Kwoh. Asian American voices have often been neglected in social studies textbooks, and the guest editors point out that the contributions of Asian American communities to U.S. history “have been ignored, marginalized, and diminished in a myriad of ways.” (70) The contributors offer a rich collection of information, class activities, and teaching resources that can be used both this May during the Heritage Month of the Asian Pacific Islander Desi American (APIA) community and in the future.

One of the best-known historical laws discriminating against Asian Americans was the Chinese Exclusion Act of 1882. The first article in this issue deals with a lesser known Act passed seven years earlier that provided a platform for the Chinese Exclusion Act—the Page Act of 1875, which restricted the immigration of Chinese women, purportedly with the aim of preventing prostitutes from entering the country. The authors (Virginia Loh-Hagan, Jing Kwoh, Jayson Chang, and Pat Kwoh) point out that the Act had a devastating effect because it “thwarted both family formation and family reunification,” (75) and condemned most Chinese men who had immigrated to lonely bachelor lives.

A distinctive way of studying the Japanese American incarceration during World War II is through the artwork that it prompted. The article by Virginia Loh-Hagan and Terry Matsuoka focuses on Wendy Maruyama’s Tag Project (2008-2012), which uses structures of tags representing more than 120,000 incarcerated Japanese Americans to present “the lost dreams, shattered lives and displaced individuals who were singled out by ‘looking like the enemy’” (82). The authors suggest class activities based on the artwork of Maruyama and other Japanese Americans.

The reform of restrictive immigration laws in 1965 resulted in a significant expansion of this country’s Asian American population. Giannela

Gonzales, Kathy Ho, and Virginia Loh-Hagan review this trend and investigate the special challenges faced by refugees from the war zones of Vietnam and its neighboring countries in Southeast Asia. They urge that the cultural histories of these refugees should be better represented in American textbooks and in school curricula.

Asian American communities have had a long tradition of civic activism. Prabhneek Heer points out that “APIA communities have often been depicted as quiet, submissive, and acquiescing, but these communities have a rich history of civic participation, activism, and resistance.” (95) She outlines different strategies that Asian American activists have followed to challenge injustices and effect social change.

James O. Fabionar criticizes the typical narrative of U.S. expansion into the Pacific that is presented in textbooks and school curricula because it “omits the experiences of those who were colonized and the enduring impact that U.S. presence has had on their ways of life.” (113) He describes the historical problems faced by Native Hawaiians and Pacific Islanders, and recommends inquiries aimed at “unhiding” the impact of U.S. imperialism in the Pacific.

The special section on Asian American history also features a timeline by Virginia Loh-Hagan and an extensive annotated list of resources compiled by Giannela Gonzales and Alexa Lawrence that teachers can use to support class activities on the history, institutions, and civic initiatives of APIA communities.

Outside the special section, we present our regular columns on Teaching the C3 Framework and Sources and Strategies, as well as a special section of three articles on the creative use of instructional technology.

Sohyun An’s Teaching the C3 Framework column complements the special section on Asian American history by examining the historical problem of anti-Asian prejudice and violence during epidemics that has been so evident during the COVID-19 pandemic. Past episodes of

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anti-Asian racism of this kind occurred during the 1876 smallpox epidemic, the 1899/1900 spread of bubonic plague, and the 2003 SARS outbreak. She offers a C3 inquiry blueprint that addresses the compelling question: why have Asian Americans been blamed for pandemics?

In our Sources and Strategies column, Peter DeCraene presents excerpts from the Civil War diary of Samuel J. Gibson, which records his experiences as a Union soldier and as a prisoner of war at Andersonville, Georgia (“this Hell-upon-earth of a prison”) and Florence, South Carolina. The diary is especially valuable as a classroom resource because each page has been transcribed by volunteers participating in the Library of Congress’s *By the People* project, and the transcribed pages are part of a searchable dataset that allows students to research words and themes that recur in the diary.

This issue concludes with a special section on instructional technology, “Recentering the Human Experience with Technology in the Social Studies,” which has been prepared by our technology department editors, Michael J. Berson and Meghan Manfra.

For teachers interested in using digital maps as historical texts, Robert Coven and Meghan Manfra recommend the detailed maps of the Sanborn Insurance Company and Federal Home Owners’ Loan Corporation (HOLC) that are part of the extensive online collection of the Library of Congress. The Sanborn maps presented the degree of hazard of particular properties, while the HOLC maps charted the riskiness of lending by neighborhood. The maps offer students insights into the political, social, and economic trends of their time, and provide dramatic illustrations of historical patterns of racial discrimination and residential segregation.

A notable online digital resource for studying the Holocaust is presented in the article by Karolina Ziulkoski, Ila Gross, Olivia Reid, Ilene R. Berson, and Michael J. Berson. An interactive exhibition of the YIVO Bruce and Francesca Cernia Slovin Online Museum, it features the life

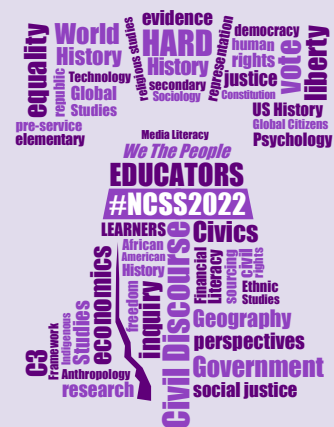
of a young girl, Beba Epstein, who grew up in Poland, survived the Holocaust and immigrated to the United States. The exhibition is accompanied by teacher guides and the authors recommend it as a useful resource for teaching both about the Holocaust and the universal issue of prejudice.

Our final article offers a cutting-edge analysis of the potential of mixed reality simulation (MRS) technology for the discussion of controversial issues. The authors (Rebecca C. Geller, Jamie D. Gravell, Amy Richardson, and Stacy Ann Strang) describe how five digital student avatars operated by a professional simulation specialist spoke directly to a teacher and each other about current issues. Simulations of this kind can, in their view, “help social studies educators grow their practice and find new ways to engage young people in the pressing problems of the day.” (150)

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at [socialed@ncss.org](mailto:socialed@ncss.org). 📌



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