

PULLOUT

See article by Heather L. Reichmuth and Kyle L. Chong on pp. 11–18

Lesson #1: Fujikawa's and Your Timeline

How is your life affected by social and political change?

Part I.

What did Fujikawa experience in her life as found in the book *It Began with a Page: How Gyo Fujikawa Drew the Way*? Fill in the timeline below which chronicles Gyo Fujikawa's life and U.S. History. Afterwards, create your own timeline with historical moments/ local events that have happened during your lifetime.

U.S. History	Gyo Fujikawa's Life
(1908) Chinese Exclusion Act in effect Note: Although Fujikawa was of Japanese descent, persons of Asian heritage, whether Chinese or not, were affected by this xenophobic policy.	Gyo Fujikawa is born in Berkeley, California
(1920) 19 th Amendment passed granting women the right to vote	
(1940s) WWII- Japanese American Incarceration	
(1952) The McCarran-Walter Act grants all Asian Americans citizenship and right to vote	
(1960s) Civil Rights Movement	Gyo Fujikawa published <i>Babies</i> , the first book to illustrate children of diverse racial backgrounds on the same page.

Part II.

In small groups, discuss the following questions about history, Fujikawa's life, and you:

1. How have historical events that have taken place in your lifetime affected you?
2. How have these events made you see the world in new ways?
3. How do you think the social events in Gyo Fujikawa's life shaped her desire to illustrate books with children of different racial backgrounds? Or, why do you think Gyo Fujikawa sought to illustrate books with children of different racial backgrounds?
4. Do you think that Gyo Fujikawa would have illustrated books with children of different racial backgrounds if she did not experience the above listed historical events during her lifetime?

Part III. Extended Activity

Create your own timeline of historical events that happened in your lifetime.

Lesson #2: Historicizing Asian American contributions to the Civil Rights Movement

What are the different ways you can create social change in the world around you?

In groups of four, choose one student to read about one social change that took place during the 1960s–1970s. After all group members have finished, share what you learned with your teammates.

Word Box

To coin a word or phrase: to think of a word or phrase that had not been used before.

Activist: a person who participates in activities to create social or political change.

Ethnicity: part of a person's identity based on ancestry, culture, beliefs, and/or language.

Equity: treating people in ways that have their individual needs met.

Strikes: to protest against a company, government, or individual to show your opposition to their views or actions.

Real estate developers: people who make buildings in a city.

Evict: to legally force someone out of their home.

Marginalized communities: groups of people who are not given equitable treatment, rights, or access because of one or more of their identities by dominant groups and people in positions of power.

Asian American

The term *Asian American* was **coined** by civil rights **activists** Emma Gee and Yuji Ichioka. They coined the term *Asian American* as an attempt to unite many groups of people around the U.S. that came from different **ethnic** backgrounds (e.g., Indian, Pakistani, Chinese, Japanese, and Korean). Together, this movement sought to fight against inequities for the diverse groups of people.

Third World Liberation Strikes

In the San Francisco Bay Area in 1967, Asian American students participated in the Third World Liberation **Strikes**. The strikes were made because students felt that their voices and experiences were not acknowledged by San Francisco State University (SFSU). These protests resulted in the creation of the College of Ethnic Studies at SFSU followed by similar programs emerging at colleges across America and later in high schools too.

The I-Hotel Incident

The I-Hotel incident of 1977 happened in San Francisco when **real estate developers** tried to **evict** elderly Filipino and Chinese Americans from their homes to build more expensive housing. Many people protested this. The protests ended when police forcibly removed tenants from their homes. The protests paved the way for eviction rules and demonstrated Asian Americans' collective political power.

Struggle at Confucius Plaza

The struggle at Confucius Plaza in New York, also known as the protest against the DeMatteis Corporation, was a demonstration against the discriminatory hiring practices of the corporation. The company refused to hire Chinese or minoritized workers for their apartment project in New York City; therefore, hundreds of Asian Americans and others came out to protest. In the end, the DeMatteis Corporation agreed to hire 27 workers from **marginalized communities**, Asians among them.

Making Connections: After learning about four events that resulted in social change led by Asian Americans, answer the following questions:

1. How have you benefited from activism in your life?
2. In what ways can people bring about social change where they live? How might you make changes where you live?
3. Sometimes activism can be using terms that people want to be called by. Have you witnessed activism where you live? What was it for and what did it look like?
4. Are there any people you know who have engaged in social change? These could be people in your community or celebrities/sports figures that you know who have tried to promote social change in some way. Share what you know with your group.

Lesson #3: Asian American Activists

How have activists of the past changed our society in positive ways?

Mamie Tape

Mamie Tape was born in San Francisco, California in 1876. When she was eight years old, her parents wanted her to attend Spring Valley School with the neighborhood kids. However, the principal refused to admit Chinese students. Therefore, Joseph and Mary Tape (her parents) sued the school district (*Tape v. Hurley*, 1885). Although the California Supreme Court ruled in favor of Tape being admitted into her neighborhood school, the principal refused to allow her and other students of Asian descent to enroll. Therefore, separate schools were built for Tape and students of Asian heritage. It wasn't until *Brown v. Board of Education* (1954) when the U.S. Supreme Court ruled that all children in America had a right to attend integrated schools.

Gyo Fujikawa

Gyo Fujikawa was born in Berkeley, California in 1908. Her father was a farmer, and her mother wanted to be a social worker. In her early career, she worked for Walt Disney and designed many 25-cent Disney books. Living in New York during WWII, she created movie and pharmaceutical advertisements and magazine illustrations, while her family was sent to a incarceration camp in Arkansas. Fujikawa illustrated five books, including *The Night Before Christmas* and *Mother Goose*, and she wrote and illustrated 45 other books. She also designed six U.S. postage stamps. Fujikawa is most famous for her children's book *Babies*, the first illustrated book to represent children of different racial backgrounds on the same page. Her determination to represent children of diverse ethnic and racial backgrounds was met by pushback from her publisher who said that Americans would not like it. Fujikawa insisted, and the book became a best seller.

Yuri Kochiyama

Yuri Kochiyama was born in San Pedro, California in 1921. After the bombing of Pearl Harbor, her father was arrested and died. Then, she and her family were sent to a incarceration camp in Arkansas for two years. After she was released, she moved to New York City where she became active in the Civil Rights Movement. Her most known accomplishment was leading a campaign to secure reparations for Japanese Americans who were incarcerated during WWII despite no proof of their wrongdoing. Because of her efforts, Japanese Americans who were jailed during WWII received \$20,000 and a formal apology from President Ronald Reagan.

Grace Lee Boggs

Grace Lee Boggs was born in Providence, Rhode Island in 1915. Her parents owned a Chinese restaurant. When she graduated from college with a PhD, she couldn't find work. She was often met by employers saying, "We don't hire Asians." She became a social activist, protesting issues related to labor and civil rights, feminism, Asian Americans, and the environment. Boggs emphasized non-violent protests for social reform. She is known for establishing Detroit Summer, a program that connects youth to community-service projects. She is also a well-known author of books related to social change that have inspired many social activists.

Advocacy Toolkit

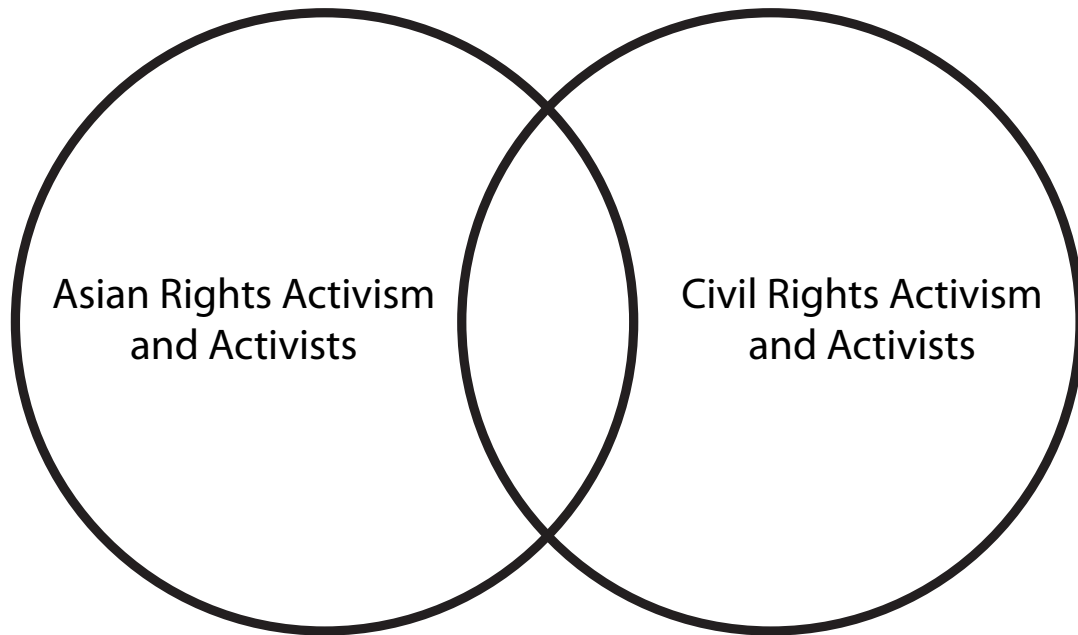
Visit socialstudies.org/advocacy for the new NCSS Advocacy Toolkit and other resources for advocating the importance of social studies education.



Lesson #4: Making Connections Across Civil Rights Movements

How can social movements parallel, support, and contrast different communities and their needs?

After listening to *If You Were a Kid During the Civil Rights Movement* by Gwendolyn Hooks, consider what you have learned about Asian Rights activists and Black-led Civil Rights activism. Then, fill in the Venn diagram below with similarities, differences, and the relationships between both movements.



Asian American protestors at a 2014 demonstration in New York

(Marcela McGreal/Flickr/CC BY 2.0)



San Jose City Anti-Asian Hate Crimes Rally in 2021 (Jason Leung/UnSplash)



Stop Asian Hate Protector

(Viviana Rishe/UnSplash)

1. What are the protesters' signs in the images above saying about the injustices they face and that others face?
2. How might social change led by multiple and diverse groups of people (solidarity) strengthen a social movement? Make connections between this protest and the activism of Asian Americans and those in the book, *If You Were a Kid During the Civil Rights Movement*.
3. How are diverse groups of people affected by the injustices of other groups?
4. What changes have you noticed or would you like to see as a result of the Black Lives Matter protests and/or the Anti-Asian Hate protests?