

**Japanese Tamago Stop Asian Hate Project
SOCIAL STUDIES STANDARDS REVIEW**

June 2, 2021

We are Japanese Tamago, a Japanese language, culture, and career exposure afterschool program for DC teens. We have decided to use our position as students and consumers of Asian culture to step up and take a stand against AAPI hate during the recent rise in hate crimes against this community. There is not a large Asian population in DC compared to other areas of the country, such as New York or the West Coast, which makes it especially important for allies to be active and vocal in DC.

As a first step we knew we needed to educate ourselves, so the preliminary stages of this project were dedicated to gathering information and resources. We researched both historical and modern hate crimes and looked at the history of the anti-Asian hate movement to see what other activists were doing. After discussing our options, we concluded that the most effective way for us to make our voices heard is to educate others: many of the hate crimes against the AAPI community come from stereotypes, and if bullies understand the history of Asian Americans and know the reality of this community, we believe they will be less likely to act out in negative ways.

Because education is so essential, we started by reviewing the current DC social studies curriculum standards, which are currently being revised by the Office of the State Superintendent for Education (OSSE), with guidance from the DC State Board of Education. We identified places where information about Asia or Asian Americans were explicitly mentioned (highlighted in yellow), and where information about Asia or Asian Americans could easily be included. We have also come up with recommendations for new standards and curriculum, and for programs or events that the school system could implement to decrease AAPI hate by educating the younger generation.

This document contains our review of the current social studies standards by grade level.

Grade PK: PEOPLE AND HOW THEY LIVE (Mariama)

List each standard that refers to Asia, Asians, or Asian Americans

None

List places in the standards where Asian or Asian American topics can be addressed.

PK.3. Children begin to notice and acknowledge diversity.

- ❖ 1. Begin to identify similarities and differences among people (e.g., gender, race, culture, language, and abilities). (Remarks, "My hair is brown like yours, but yours is curly and mine is straight." Asks, "Do your glasses help you see better?")
- ❖ 2. Demonstrate an emerging respect for culture and ethnicity. (Will learn some words of another language. Tastes a snack that a classmate from another culture brings to school.)

Grade K: LIVING, LEARNING, AND WORKING TOGETHER (Mariama)

List each standard that refers to Asia, Asians, or Asian Americans

None

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ K.3. Students place familiar events in order of occurrence. 1. Identify days of the week and months of the year. 2. Locate events on a calendar, including birthdays, holidays, cultural events, and school events.
- ❖ K.6. Students retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and they explain how the stories show these qualities.
- ❖ K.6.1. Distinguish between fictional characters and real people in the school, the community, the nation, or internationally who are or were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, or courageousness). (P, S)
- ❖ K.6.2. Identify family or community members who promote the welfare and safety of children and adults. (P, S)

**Grade 1: TRUE STORIES AND FOLKTALES FROM AMERICA AND AROUND THE WORLD
(Mariama)**

List each standard that refers to Asia, Asians, or Asian Americans

None

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 1.1.4. Label the continents, oceans, and major mountain ranges on a map. (G)
- ❖ 1.2. Students identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and a sense of community across time.
- ❖ 1.2.1. Understand when and why we celebrate Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Jr. Day, Presidents' Day, DC Emancipation Day, Memorial Day, Flag Day, and Independence Day. (P)
They can include the importance of months like Black History Month, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, etc.

Grade 2: LIVING, LEARNING, AND WORKING NOW AND LONG AGO (Mariama)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 2.4. Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others' lives and have achieved the status of heroes in the remote and recent past. (P, S) Teachers are free to choose whatever biographies they wish. **Suggestions include Daniel Inouye.**
The suggestions include a lot of important historical figures, so they just need to include more Asian/Asian-American figures.

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 2.1. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.
- ❖ 2.1.2. Locate the continents, regions, or countries from which students, parents, guardians, grandparents, or other relatives or ancestors came to Washington, DC. (G)
- ❖ 2.1.3. Identify the location and significance of well-known sites, events, or landmarks in different countries and regions from which Washington, DC, students' families hail. (G)
- ❖ 2.3. Students explain governmental institutions and practices in the United States and other countries.
- ❖ 2.3.4. Identify ways in which groups and nations interact with one another to try to resolve problems (e.g., trade and treaties). (P)
- ❖ 2.5. Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.
- ❖ 2.5.1. Distinguish traditional food, customs, sports and games, and music from other countries that can be found in the United States today. (P, S)
- ❖ 2.5.2. Describe beliefs, customs, ceremonies, and traditions of the varied cultures, drawing from folklore. (P, S)
- ❖ 2.5.3. Explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry (e pluribus unum). (P, S)

Grade 3: GEOGRAPHY AND HISTORY OF THE DISTRICT OF COLUMBIA (Camila)

List each standard that refers to Asia, Asians, or Asian Americans.

- ❖ 3.1.3. Identify and locate major monuments and historical sites in and around Washington, DC (e.g., the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Frederick Douglass House, Mary McCleod Bethune House, Wilson Building, and Mount Vernon). (G, P)
- ❖ 3.1.4. Describe the various types of communities within the city (e.g., Chinatown, Foggy Bottom, Adams Morgan, Anacostia, and Georgetown), beginning with the community in which the elementary school is located. (G, S)

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 3.4.3. Understand the unique nature of Washington, DC, as the nation's capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents. (P, S)
Could discuss change of demographics, including Asian demographics, in D.C along with other minorities (D.C. originally consisted of mostly Black and White residents up until the 20th century). This can be done through discussion of Asian/Asian American landmarks within D.C. to expose children to Asian cultures in a tangible way (field trips, not just reading textbooks).
Teach D.C. history by introducing perspectives held by various minorities (Blacks, Asians, Hispanics).

Grade 4: US HISTORY AND GEOGRAPHY: MAKING A NEW NATION (Camila)

List each standard that refers to Asia, Asians, or Asian Americans.

- ❖ 4.1. Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from **Asia** to North America (**the Bering Strait**) (e.g., Inuits, Anasazi, Mound Builders, and the Caribs). (G)

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 4.3.1. Compare maps of the modern world with historical maps of the world before the Age of Exploration. (G)
- ❖ 4.4. Students identify the six different countries (France, Spain, Portugal, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names, architectural features, and language. (G)
This can expand beyond European countries including China, Japan, Korea, but also the Philippines, Indonesia, etc. (colonization of other countries from a non-Eurocentric perspective, or one that does not serve to support the U.S). This can be done through literature written by non-European historical figures.
- ❖ 4.6. Students describe the cooperation and conflict that existed among the Native Americans and between the Indian nations and the new settlers.
Elaborate on the history of Native American ties (relating to history of Bering Strait land bridge), and connect to other Indigenous cultures across the globe and their relations with other countries (e.g. Ainu in Japan, Iroquois in U.S.)
- ❖ 4.11. Students compare and contrast 15th-through-18th-century America and the United States of the 21st century with respect to population, settlement, patterns, resource use, transportation systems, human livelihoods, and economic activity. (G, E)

Grade 5: US HISTORY AND GEOGRAPHY: WESTWARD EXPANSION TO THE PRESENT (Penelope)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 5.7.2. Identify sources of new immigration from Southern and Eastern Europe, China, Korea, and Japan, with particular attention to the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (G)
- ❖ 5.8.1. Analyze the Open Door Policy and U.S. expansion into Asia. (P)
- ❖ 5.8.2. Examine Japan and describe the significance of the Gentleman's Agreement. (P)
- ❖ 5.11.2. Describe the Japanese attack on Pearl Harbor. (G, M, P)
- ❖ 5.11.3. Interpret the important domestic events that took place during the war (e.g., economic growth, internment of Japanese Americans, and changing status of women and African Americans). (S, E)
- ❖ 5.11.5. Explain the decision to drop the atom bomb on Japan. (P, M, S)
- ❖ 5.12.4. Locate and identify the U.S. territorial possessions and their capitals (e.g., Puerto Rico, Guam, and the U.S. Virgin Islands). (G)
- ❖ 5.16.1. Identify indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuit). (G, S)
- ❖ 5.16.4. Describe the major Asian immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they have tended to settle in large numbers in certain regions (e.g., Koreans, Chinese, and Vietnamese). (G, S)

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 5.1.9. Describe the search for gold in California and how the Gold Rush moved east to places such as Colorado and the Dakotas. (G, S, E)
- ❖ 5.4. Students identify prominent people and movements for social justice in the United States, -
Individuals who fought for social justice (e.g. Dorothea Dix, Horace Mann, Frederick Douglass) are named. Include Asian American social justice issues and activists.
- ❖ 5.7.5. Describe the United States as the land of opportunity versus a growing sense of protectionism and nativism. (P, S)
- ❖ 5.7.7. Identify major goals of the Progressive Era (e.g., attacking racial discrimination, child labor, big business, and alcohol use). (P, S)
- ❖ 5.8.3. Explain the Cuban-Spanish-American War and interventions in Mexico, Central America, and the Caribbean. (P, M)
- ❖ 5.10. Students describe what happened during the global depression of the 1930s and how the United States responded.
How were different groups (including Asians and Asian Americans) affected?
- ❖ 5.13. Students explain Important domestic trends of the 1950s and 1960s.

Where were Asian Americans living, economic status, etc?

- ❖ 5.14. Students describe the key events and accomplishments of the Civil Rights movement in the United States.
- ❖ 5.14.3. Identify key leaders in the struggle to extend equal rights to all Americans through the decades. (P)

Was anyone fighting for Asian Americans' rights?

- ❖ 5.15.2. Explain the antiwar and counterculture movements. (S)
- ❖ 5.15.4. List key scientific and medical discoveries. (S, I)

Include Asian Americans' roles in economic and scientific advancement

- ❖ 5.15.5. Explain the changing family systems and roles of women. (S)
- ❖ 5.16. Students identify major waves of immigration and demographic changes in U.S. history and describe the diverse nature of American people and their contributions to American culture.

Grade 6 - WORLD GEOGRAPHY AND CULTURES (Penelope)

List each standard that refers to Asia, Asians, or Asian Americans

The standards for this grade are very general. Most can apply to Asia.

- ❖ 6.3.10. Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/NATO, the United Nations, the European Union, the African Union, **the Association of Southeast Asian Nations/ASEAN**, and the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 6.1. Students use maps, globes, atlases, and other technologies to acquire and process information about people, places, and environments.
- ❖ 6.2. Students acquire a framework for thinking geographically, including the location and unique characteristics of places.
- ❖ 6.2.5. Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region.
Include Japanese earthquakes, tsunamis, etc.
- ❖ 6.3. Students identify and analyze the human activities that shape Earth's surface, including population numbers, distribution and growth rates, and cultural factors.
- ❖ 6.4. Students describe rural and urban land use, ways of making a living, cultural patterns, and economic and political systems.
- ❖ 6.5. Students acquire a framework for thinking about Earth's physical systems: Earth-sun relationships, climate and related ecosystems, and land forms.
- ❖ 6.6. Students analyze ways in which humans affect and are affected by their physical environment.

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Grade 7: WORLD HISTORY AND GEOGRAPHY: ANCIENT WORLD (Chamiya)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 7.1.4. Articulate the theoretical basis for modern human evolution that led to migration out of Africa, first to Europe and **Asia**, and later to the Americas and Australia. (G)
- ❖ 7.4. Students analyze the geographic, political, religious, social, and economic structures of the **Indus Valley Civilization**.
- ❖ 7.5. Students analyze the geographic, political, religious, social, and economic structures in **Northern China**.
- ❖ 7.10. Explain the religious and cultural developments on the **Indian Subcontinent during the Gangetic states and the Mauryan Dynasty**.
- ❖ 7.11. Summarize the development of **Chinese cultural, economic, political, and social institutions and China's influence on other developing civilizations**.

List places in the standards where Asian or Asian American topics can be addressed.

Many of the standards are set in Asia but it mostly addresses East Asia. Also address the other regions of Asia (South, Southeast).

Grade 8: US HISTORY AND GEOGRAPHY I: GROWTH AND CONFLICT (Dara)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 8.13.2. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy (e.g., Italians, Jews, Greeks, Slavs, and **Asians**); the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity; and the new wave of nativism. (G, S)

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 8.13.4. Explain the connection between the ideology of Manifest Destiny and accelerated economic growth of the United States in the late 19th century (e.g., connection between U.S. business interests and military intervention in Mexico, Central America, and the Caribbean). (P, E)
Include interventions, foreign relations, and trade with Asia (not just the Americas). Such as the Commodore Perry and the opening of Japan in the 1850s, the Open Door Policy, and the Philippines, Covered more deeply in 5th grade standards.

Grade 9: WORLD HISTORY AND GEOGRAPHY I - MIDDLE AGES TO THE AGE OF REVOLUTIONS (Dara)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 9.1.8. Describe the establishment of trade routes among **Asia**, Africa, and Europe; the role of the **Mongols** in increasing **Euro-Asian trade**; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, and new crops); and the role of merchants in Arab society. (G, I, E)
- ❖ 9.2. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of **China** in the Middle Ages.
This section would benefit from including China's impact on not just Japan, but also Korea and Vietnam as well. Furthermore, there can be some information about China's relations with Southeast Asia and trade as well.
- ❖ 9.2.1. Locate and identify the physical location and major geographical features of **China**. (G)
- ❖ 9.2.2. Describe the reunification of **China under the Tang Dynasty** and reasons for the spread of **Buddhism in Tang China, Korea, and Japan**. (P, R)
- ❖ 9.2.3. Analyze the development of a **Confucian**-based examination system and imperial bureaucracy and its stabilizing political influence. (P, R, S)
- ❖ 9.2.4. Describe rapid agricultural, commercial, and technological development during the **Song dynasties**. (G, E)
- ❖ 9.2.5. Trace the spread of **Chinese technology** — such as papermaking, wood-block printing, the compass, and gunpowder — to other parts of **Asia**, the Islamic world, and Europe. (S, I, E)
- ❖ 9.2.6. Describe the **Mongol conquest of China**. (M, P)
- ❖ 9.3. Students analyze the geographic, political, religious, social, and economic structures of the civilizations of medieval **Japan**.
- ❖ 9.3.1. Explain the major features of **Shinto, Japan's indigenous religion**. (R)
- ❖ 9.3.2. Explain the influence of **China and the Korean peninsula upon Japan** as **Buddhism, Confucianism, and the Chinese** writing system were adopted. (G, P, R)
- ❖ 9.2.3. Trace the emergence of the **Japanese** nation during the Nara (710–794) and Heian periods (794–1180). (P)
- ❖ 9.3.4. Describe how the **Heian (contemporary Kyoto)** aristocracy created enduring **Japanese** cultural perspectives that are epitomized in works of prose such as **The Tale of Genji**, one of the world's first novels. (S, I)
- ❖ 9.3.5. Describe the **Kamakura and Ashikaga Shogunates**, the rise of warrior governments, and **Japanese** political disunity. (P)
- ❖ 9.5.8. Describe the economic and social effects of the spread of the bubonic plague from **Central Asia to China**, the Middle East, and Europe, and its impact on global population. (G, S, E)

- ❖ 9.7.3. Explain the effects of the reopening of the ancient **Silk Road** between Europe and **China**, including Marco Polo's travels and the location of his routes. (G, E)
Could also include other trade routes, such as the Indian Ocean maritime trade. This establishes connections between South/Southeast Asia and other continents (such as Africa).
- ❖ 9.10.4. Describe the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, **Asia**, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. (G, S, E)
- ❖ 9.11. Students explain political and social developments in **China and Japan** in an era of expanding European influence.
- ❖ 9.11.1. Describe **Chinese** power and technology through **Zheng He's** voyages (the **Ming Dynasty**). (G, P)
- ❖ 9.11.2. Explain the effects of European contacts on **China and Japan**. (G, P)
- ❖ 9.11.3. Describe **Japan's** unification, after years of civil war, and the establishment of centralized feudalism under the **Tokugawa shoguns**. (P)
- ❖ 9.11.4. Explain the influence of a rigid class system, the **Samurai** elites, and **Tokugawa** isolationist's policies on **Japanese government** and society. (P, S)
- ❖ 9.11.5. Trace the rise of the early **Ching Dynasty in China** and growing European demand for **Chinese goods, such as tea and silk**. (P, E)
- ❖ 9.12. Students summarize political and social developments on the **Indian** Subcontinent during the **Mughal** eras and the beginnings of British political dominance.
I noticed that the "Early to Modern Times" unit is one of the more diverse in terms of Asian representation, however, I do see a lack of Southeast Asian representation. Perhaps if we at least compare the differences in development between Southeast Asia and the rest of the continent, the students will become more exposed to their history.
- ❖ 9.12.1. Trace the influence of the following great **Mughal** rulers on the subcontinent: **Babur, Akbar, and Arangzeb**. (P)
- ❖ 9.12.2. Characterize the development of the **Sikh religion**. (R)
- ❖ 9.12.3. Describe the art and architecture (e.g., the **Taj Mahal**) during the **Mughal period**. (I)
- ❖ 9.12.4. Trace the growing economic and political power of the British East **India** Company in key cities on the subcontinent. (P, E)

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 9.8.7. Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Lodovico Buonarroti Simoni, Johann Gutenberg, and William Shakespeare). (I)
All the people listed who made advancements are all Europeans, however students should learn about how other countries advanced (or at least their current state), that way they can compare the two different societies and harbor an understanding for both.

- ❖ 9.13. Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

This section covers the roots of the Scientific Revolution and how it affects Europe, but students would benefit from hearing about how Chinese and other Asian inventions laid the groundwork for European scientists. Although it is lightly touched upon in the curriculum, what isn't mentioned as much is how Asian technology is connected to the development of European technology.

Grade 10: WORLD HISTORY AND GEOGRAPHY II - THE INDUSTRIAL REVOLUTION TO THE MODERN WORLD (Zoie)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 10.1.1 Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, **Japan**, and the United States.
- ❖ 10.1.5. Describe the political, social, and industrial revolution in **Japan (Meiji Restoration)** and its growing role in international affairs.
- ❖ 10.2.3. Describe the locations of colonies established by such nations as England, France, Germany, Italy, **Japan**, the Netherlands, Russia, Spain, Portugal, and the United States.
- ❖ 10.3.3. Explain the growing **Western encroachment on China's sovereignty, the Boxer Rebellion, and Sun Yat-Sen and the 1911 Republican Revolution.**
- ❖ 10.3.4. Explain the **transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion.**
- ❖ 10.3.5. Describe American imperialism of the **Philippines and the fight for freedom in the Philippine-American War led by Emilio Aquinaldo.**
- ❖ 10.5.5 Describe how the war was an incentive for renewed Western imperialism in Africa and **Asia** as European nations turned to their colonies to help them rebuild.
- ❖ 10.5.6 Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in **India, Africa, and Southeast Asia.**
- ❖ 10.7.4 Describe how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler's in Germany and the military's in **Japan.**
- ❖ 10.8.1 Compare the German, Italian, and **Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China,** Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939.
- ❖ 10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, **Emperor Hirohito,** Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower).
- ❖ 10.8.6 Describe the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, **China, and Japan**
- ❖ 10.9.4 Describe the nature of **reconstruction in Asia** and Europe after 1945 (e.g., purpose of Marshall Plan, creation of NATO, and division of Germany)
- ❖ 10.9.6 Describe the functions of the Warsaw Pact, **SEATO,** NATO, the Organization of American States, the West Indies Federation, and the **Bandung Movement of Non-Aligned Afro-Asian Countries.**
- ❖ 10.9.7 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and **Japan.**

- ❖ 10.10.3 Describe the Soviet-U.S. competition in Southeast Asia, including the Korean War, the Vietnam War, and the intervention of Communist China.
- ❖ 10.12.1 Identify Asia's natural features, resources, and population patterns. (G)
- ❖ 10.12.2 Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (P, M)
- ❖ 10.12.3 Describe the consequences of the political and economic upheavals in China, including the Great Leap Forward (famine), the Cultural Revolution (terror of Red Guards), the Tiananmen Square uprising, and relations with Tibet and Taiwan). (P, M, E)
- ❖ 10.12.4 Describe the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947, as well as the exchange of more than 12 million Hindus and Muslims
- ❖ 10.12.5 Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (P)
- ❖ 10.12.6 Describe the new constitution and Bill of Rights promulgated in Japan in 1947 and their connection to the U.S. Constitution. (P)
- ❖ 10.12.7 Describe the political, social, and economic problems of new nationhood in Southeast Asia; and the legacy of the Cold War on Korea, Vietnam, and Taiwan; and the unresolved political problems with the Korean Peninsula and between Taiwan and China.
- ❖ 10.12.8 Explain why the Chinese and Indian governments have sought to control population growth, and the methods they use. (S)
- ❖ 10.12.9 Outline the postwar economic rise of many Asian countries, including Japan's adaptation of western technology and industrial growth, China's post-Mao economic modernization under Deng Xiaoping, and India's economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (E, I)
- ❖ 10.12.10. Describe the economic growth and subsequent challenges in much of Southeast Asia.
- ❖ 10.16.4. Describe the movement of people (labor) to find better employment opportunities and the transfer of skills back to developing countries (e.g., India). (G, S, I)

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 10.2.4 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; and material issues, such as land, resources, and technology). *Imperialism and colonialism has influenced Asian countries and people's way of living.*
- ❖ 10.2.5 Explain the varied immediate and long-term responses by the people under colonial rule
The history of Asian countries under colonial rule can be discussed.

- ❖ 10.4.2 Outline the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in support of “total war.”
This can be examined from the point of view of Asian countries.
- ❖ 10.4.3 Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate).
There were many battles and turning points in Asia.
- ❖ 10.4.4. Describe the use and abuse of soldiers from colonies to fight in the war.
This included use of many Asians from China, India, and Southeast Asia.
- ❖ 10.4.7 Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare
- ❖ 10.5.3 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.
It can be taken into consideration that Asian countries were a part of the League of Nations, including China and India.
- ❖ 10.7.2 Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the U.S. and European economies after World War I.
- ❖ 10.8.3 Identify and locate the Allied and Axis powers and the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
Japan was one of the major Axis powers in World War II.
- ❖ 10.9.3 Describe reasons for the establishment of the United Nations in 1945, and summarize the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power.
Asian countries are part of the United Nations.
- ❖ 10.16.1 Explain the long postwar peace between democratic nations in the world. (P)
- ❖ 10.16.3 Describe the increasing integration of economies (trade, capital movements) around the world and the crises in the emerging markets in the 1990s. (G, E)
- ❖ 10.16.5. Describe the spread of knowledge and information across international borders fueled by advances in electronic communications. (G, E, I)
- ❖ 10.16.7. Explain how gaps between rich and poor countries, and rich and poor people within countries, have grown, and describe the policies that are designed to alleviate poverty

Grade 11: US HISTORY AND GEOGRAPHY II - INDUSTRIAL AMERICA TO THE PRESENT (Zoie)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 11.3.1. Identify the new sources of large-scale immigration and locate on a map their countries of origin and where they have tended to settle in large numbers (e.g., Italians, Jews, Poles, Slovaks, Chinese, Koreans, and Japanese).
- ❖ 11.3.4. Trace the expansion and development of Western railroads (the Transcontinental Railroad), the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction.
- ❖ 11.3.5. Examine and analyze the Chinese Exclusion Act (1882) and its revisions (1884, 1892, and 1902) and the effects that it had on Asian immigrants in the United States.
- ❖ 11.5.1 List and explain the purpose and the effects of the Open Door Policy (expansion into Asia).
- ❖ 11.5.2 Describe responses, particularly from the African American community, to the U.S. partition of Africa, the Cuban-Spanish-American War, annexation of Philippines, Hawaii, occupation of Haiti and Puerto Rico.
- ❖ 11.8.2. Explain the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor, and the decision to join the Allies' fight against Nazi Germany and Imperial Japan for the freedom of those oppressed and attacked by these Axis nations. (P, M)
- ❖ 11.8.4. Identify and locate on a map the Allied and Axis countries and the major theatres of the War.
- ❖ 11.8.5. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. (G, P, M)
- ❖ 11.8.6. Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens.
- ❖ 11.8.7. Identify the roles and sacrifices of individual American soldiers (more than 300,000 American soldiers died), as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers). (M, S)
- ❖ 8. Examine and explain the entry of large numbers of women into the workforce, the roles and growing political demands of African Americans,
- ❖ 11.8.9. Trace the Manhattan Project, the decision to drop atomic bombs on Hiroshima and Nagasaki, and the consequences of that decision. (G, P, M, S)
- ❖ 11.9.1 Describe the role of military and other alliances, including NATO, SEATO, and the Alliance for Progress, in deterring communist aggression and maintaining security during the Cold War. (P, M)
- ❖ 11.9.5. Trace America's involvement in the Korean War.

- ❖ 11.9.8. Outline the **Vietnam War**, including diplomatic and military policies of presidents Eisenhower, Kennedy, Johnson, and Nixon, and the rise of social activism.
- ❖ 11.11.2. Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Native Americans, **Asian Americans**, and Hispanic Americans for civil rights and equal opportunities. (G, P)
- ❖ 11.13.5. Describe the major issues in the immigration debate, such as the rising numbers of **Asians** and Hispanics; the impact of legal and illegal immigrants on the U.S. economy; and the delivery of social services, including bilingual education and ESL programs, to non-English speaking groups. (S)

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 11.3.2 Explain the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity and how this relates to the new wave of nativism.
- ❖ 11.5.7 Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate). (G, M)
- ❖ 11.6.9. Describe forms of popular culture, with emphasis on their origins and geographic diffusion.
The popularity and influence of Asian culture can be discussed, such as anime, Korean dramas, etc.
- ❖ 11.9.2 Explain how the world was divided into two realms, the free world and the communist world, led by two superpowers, and explain how these “worlds” competed with each other (spying, misinformation and disinformation campaigns, sabotage, and infiltration).
- ❖ 11.9.9 Explain the Domino Theory, containment, and modern colonialism
- ❖ 11.11.1 Explain the roots of the 1950s and 1960s Civil Rights movement in the legal struggles and largely interracial coalition building of the 1940s (e.g., Congress of Racial Equality and NAACP Legal Defense Fund). (P, S)
Look at the role of Asian Americans in the Civil Rights movement.
- ❖ 11.11.4 Explain the role of institutions (e.g., the National Association for the Advancement of Colored People, or NAACP; the Warren Court; the Nation of Islam; the Congress of Racial Equality; the Southern Christian Leadership Conference; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and the Student Non-violent Coordinating Committee)
Students can discuss how Asians and Asian Americans participated in institutions surrounding race and racial liberation, and rights of different ethnic groups. Institutions serving Asian Americans should be included.

- ❖ 11.11.8 Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process.
The 1964 Civil Rights Act and the 1965 Voting Rights Act helped Asian Americans since they are included in the law that there shouldn't be any "discrimination on race, color, origin, and nationality". Additionally, the Voting Rights Act was created to "outlaw discriminatory voting practices". Students can investigate how Asian Americans have been affected.
- ❖ 11.11.9 Describe the Immigration and Nationality Services Act of 1965 and the effect of abolishing the national origins quotas on the demographic makeup of America. (S, P, E)
Students should learn about the important impact of this legislation on the rise of immigration from many different Asian countries to the US,
- ❖ 11.11.10 Analyze the women's rights movement in the 1960s and 1970s (e.g., formation of NOW and the debate over the Equal Rights Amendment). (P, S)
It is important to discuss intersectionality because it can be discussed how the women's rights movement mainly catered to white women and how Asian American women and other women of color were not equally benefited.
- ❖ 11.13.11 Describe the increasing globalization of the American economy.

Grade 12: PRINCIPLES OF US GOVERNMENT (Nate)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 12.10.3. Outline legislation and legal precedents that establish rights for the disabled, Hispanics, Native Americans, **Asians**, and other minority groups, including the tensions between protected categories (e.g., race) and nonprotected ones (United States v. Carolene Products, Co., and “Famous Footnote Four”).

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 12.10. Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the U.S. Constitution.
- ❖ 12.12. Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

All the points can be somehow connected to Asian countries.

Grade 12: DC HISTORY AND GOVERNMENT (Nate)

List each standard that refers to Asia, Asians, or Asian Americans

- ❖ 12.DC.19. Students describe both the dramatic changes in the District's population that occurred in the late 20th century and the effects of these changes.
- ❖ 12.DC.19.2. Describe how the influx of immigrants from Central America, Asia, and Africa has made the city a multicultural center.

List places in the standards where Asian or Asian American topics can be addressed.

- ❖ 12.DC.11. Students explain how Washington, DC's population grew and became more diverse with the infusion of immigrant minorities.
Can be connected to Asian migration to the United States.
- ❖ 12.DC.11.1. Identify key migratory waves that have occurred during the 20th century.
- ❖ 12.DC.11.2. Explain how political, social, and cultural institutions have arisen over the years to respond to their needs and preferences.
- ❖ 12.DC.11.3. Compare the development of Hispanic immigrant neighborhoods to that of historically African American sections of the City (e.g., Adams Morgan and the "U" Street Corridor).
Can be rephrased to include Asians rather than just Hispanics and African Americans.
- ❖ 12.DC.14. Students describe the historical developments in Washington, DC, during the first half of the 20th century.
- ❖ 12.DC.15. Students describe efforts to overcome discrimination in employment, public accommodations, housing, and education in the District (examine the National Committee on Segregation), and explain the local and national effects of these efforts.
This standard didn't really have any specific spot where Asia could be inserted but it talked about discrimination so I was thinking something about the Asian American population could be added here. Examples could be protests after tragedies and support from other communities.
- ❖ 12.DC.22.1. Explain the tension between gentrification and the interests of long-term residents. *Can talk about Chinatown and its transition from being mostly Asian dominated to what it is today.*
- ❖ 12.DC.22.5. 5. Explain the challenges and opportunities that are unique to the status of Washington, DC, as an international political and economic capital.
- ❖ 12.DC.26. Students describe the growth of Washington, DC, as a cultural center and as a world capital.
- ❖ 12.DC.26.1. Identify the various ancestries of Washingtonians today.
- ❖ 12.DC.26.6. On a map, identify the locations for annual festivals in Washington, DC, and describe what they offer in terms of entertainment.
- ❖ 12.DC.26.7. Describe the central importance of Washington, DC's universities (e.g., Georgetown, American, Howard, Catholic, and Gallaudet) in attracting international students, faculty, and staff with particular global interests.

This can be connected to Asian migration to Washington DC (and maybe also why). It fits into the standard's idea of figuring out how the city became a cultural center.