RESOURCES FOR CELEBRATING ASIAN PACIFIC HERITAGE MONTH

May 2016
Miami-Dade County Public Schools
Department of Social Sciences
RESOURCES FOR CELEBRATING AND RECOGNITION OF ASIAN PACIFIC HERITAGE MONTH

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Introduction

About Asian-Pacific American Heritage Month


Like most commemorative months, Asian-Pacific Heritage Month originated in a congressional bill. In June 1977, Reps. Frank Horton of New York and Norman Y. Mineta of California introduced a House resolution that called upon the president to proclaim the first ten days of May as Asian-Pacific Heritage Week. The following month, senators Daniel Inouye and Spark Matsunaga introduced a similar bill in the Senate. Both were passed. On October 5, 1978, President Jimmy Carter signed a Joint Resolution designating the annual celebration. Twelve years later, President George H.W. Bush signed an extension making the week-long celebration into a month-long celebration. In 1992, the official designation of May as Asian-Pacific American Heritage Month was signed into law.

The month of May was chosen to commemorate the immigration of the first Japanese to the United States on May 7, 1843, and to mark the anniversary of the completion of the transcontinental railroad on May 10, 1869. The majority of the workers who laid the tracks were Chinese immigrants.

About This Year's Theme
"Lighting the Past, Present and Future"

The theme for Asian-Pacific American Heritage Month is selected annually by the Federal Asian Pacific American Council, a nonprofit, nonpartisan organization organized exclusively for educational purposes to promote equal opportunity and cultural diversity for Asian Pacific Americans within in the federal and D.C. governments.

Federal Asian Pacific American Council website: https://www.fapac.org

Source: http://asianpacificheritage.gov/about.html
Title: Asian-Pacific Heritage Month

**Asian Flags and Asian Languages**

**Lesson Plan:** Students will discuss the meaning and purpose of Asian Pacific Heritage Month. Students will become familiar with Asian country flags and language.

**Grade level:** Elementary

**Materials:** handouts (provided)

**Duration:** 1 class period

**Lesson Lead In/Opening:** Discuss with the students the purpose and origination of Asian-Pacific Heritage month (provided), provide students with maps and complete each of the handouts (provided in resource packet).

**Activities:**

1. Use these characters to write the numbers one through ten and the days of the week in Chinese.

2. Distribute handouts of flags for students to color and research each country.

3. Distribute the Chinese words and phrases language hand-out and discuss with the students the language.

**Teacher’s note:** A sampling of flags is included with this lesson plan.

**Source:**
Chinese Words and Phrases Handout

Making an effort to write a few words in Chinese will give you an awareness and appreciation of the language. It may seem awkward at first, but try to pronounce the words as you write them. The words are shown in English, Pinyin, and approximate sound in English. Pinyin is the official Chinese system developed to simulate the sound of the Chinese word using the English alphabet.

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Pinyin</th>
<th>Approximate Sound in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello</td>
<td>ni hao</td>
<td>nee how</td>
</tr>
<tr>
<td>Good morning</td>
<td>zao an</td>
<td>dzao an</td>
</tr>
<tr>
<td>Good evening</td>
<td>wahn an</td>
<td>wan an</td>
</tr>
<tr>
<td>Good-bye</td>
<td>zai jian</td>
<td>dzai jee-en</td>
</tr>
<tr>
<td>Please</td>
<td>qing</td>
<td>ching</td>
</tr>
<tr>
<td>Thank you</td>
<td>xie xie</td>
<td>shee-eh shee-eh</td>
</tr>
<tr>
<td>I'm sorry</td>
<td>dui buqi</td>
<td>doo-ay boo-chee</td>
</tr>
<tr>
<td>May I please ask your name?</td>
<td>qingwen guixing</td>
<td>ching-win gway-shing</td>
</tr>
<tr>
<td>My name is...</td>
<td>wode mingzi shi</td>
<td>waw-duh ming-dzih shur</td>
</tr>
<tr>
<td>I am</td>
<td>wo shi</td>
<td>waw shir</td>
</tr>
<tr>
<td>Good; very good</td>
<td>hao; hen hoa</td>
<td>hao; hun hao</td>
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Chinese Numbers

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Chinese Days of the Week

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<tbody>
<tr>
<td>SUNDAY</td>
<td>日</td>
<td>月</td>
<td>火</td>
<td>水</td>
<td>木</td>
<td>金</td>
<td>木</td>
<td>水</td>
<td>火</td>
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<td>MONDAY</td>
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To color the flag of Mongolia, use Crayola® Crayons, Colored Pencils or Markers. Color the left and right stripe red, the middle stripe blue, and the symbols on the left yellow.

Did you know...?
Mongolia is located in northern Asia, south of Russia. The symbol on the flag is a "soyombo." It is a column representing fire, sun, moon, earth, and water, as well as balance and harmony.
To color the flag of Hong Kong, use Crayola® crayons, colored pencils or markers. Color the background red and leave the flower white.

**Did you know?** Hong Kong is a 400 square mile territory on the southeast corner of China. It consists of Hong Kong Island and several outlaying islands and the Kowloon Peninsula on the mainland, which is referred to as the New Territories. With a population of nearly 7 million people, it is considered one of the most dynamic, bustling cities in the world. The status of the city was changed from a British colony on July 1, 1997, to the Hong Kong Special Administrative Region (SAR) of the People's Republic of China.
THAILAND flag & map

To color the flag of Thailand, use Crayola® Crayons, Colored Pencils or Markers. Color the top and bottom stripes red and the middle stripe blue. Leave the rest white.

Did you know...?
Thailand is located in southeastern Asia. Thailand means "land of the free." Some of it's crops are rice, corn, sugarcane, and cassava.
To color the flag of Singapore, use Crayola® Crayons, Colored Pencils or Markers. Color the top stripe red and leave the moon, stars, and bottom stripe white.

**Did you know?**
Due to its location, Singapore was used as a supply point or rest area for sea traders. Singapore used to be a part of Malaysia until it broke apart and gained independence in 1965.
To color the flag of Brunei, use Crayola® Crayons, Colored Pencils or Markers. Color the shapes numbered 1 yellow, 2 black, and 3 red. Leave the stripe without a number white.

Did you know...?
Brunei is located in southeastern Asia. The national emblem is in the center of the flag. It contains a swallow-tailed flag on top of a column, a crescent moon on its side, and two hands facing the sky.
PHILIPPINES
flag

To color the flag of the Philippines, use Crayola® crayons, colored pencils or markers. Color the shape numbered 1 blue, 2 red, and 3 yellow. Leave the rest of the flag white.

Did you know? The Philippines is called an archipelago because it is a large group of islands. There are 7,107 islands of the Philippines.

(Write your name here)

Source:
Asian Pacific Heritage Month
Buddha Sculpture

Grades: K-12
(Activities can be adapted to the age/grade of the student)

Lesson/Objectives:
• Students will learn about Buddhism, a philosophy of life that emphasizes wisdom and kindness, which is followed by people around the world.

• Students research Gautama Buddha's life and his philosophy that includes the Four Noble Truths and the Eightfold Path.

• Students gather information about cultures in which Buddhism is widespread, including Japan, Korea, and Tibet.

• Students find pictures of various portrayals of the Buddha and sculpt a similar representation of his figure.

Materials:
• crayola supplies
• Washable Watercolors
• Watercolor Brushes with Plastic Handle
• Model Magic®
• household supplies
• recycled newspaper
• paper towels
• container(s) of water

Introduction/Activities:

Introduction: Gautama Buddha was born in 563 BC and lived in northern India. The name Buddha means enlightened one. Among the Buddha's basic teachings are the Four Noble Truths and the Eightfold Path. His birthday, the Day of Vesak, is a national holiday in parts of Asia.

Activities:

1. Research more information about the Buddha, Buddhism, the Dalai Lama, and the spread of Buddhism across Asia and around the world. Buddhism adapted to cultures in Tibet, Japan, and Korea, as well as many other areas. Wisdom, kindness, and compassion are at the heart of Buddhism.

2. Find pictures of the Buddha as he is represented in historic and contemporary Thailand, Vietnam, India, Indonesia, Singapore, and other Asian countries. From what are these sculptures made? How do they differ? In what ways are they similar?
3. Using Crayola® Model Magic, sculpt a Buddha that is similar to one you found in your research. Try to duplicate his posture, placement of hands and legs, clothing, and adornments in your sculpture. Dry.

4. Cover your art area with newspaper. With Crayola Watercolors and Watercolor Brushes, paint your Buddha figure in authentic colors. Dry.

5. Include Buddha Sculptures in displays that provide a wider picture of the cultures in which they were developed.

6. Find information about the Emerald Buddha in the Grand Palace in Bangkok, Thailand. At each change of the season, the Emerald Buddha's gold robes are changed by the King of Thailand.

7. Find information about the Dalai Lama, prayer wheels, and other traditions.

Precautions:
- Keep away from open flames. Do not use to make candleholders, hot plates, trivets, or other similar objects that will be used or placed near fire and other heat sources.
- Do not put in an oven, microwave, or kiln.
- Do not make into vessels/containers that will hold unpackaged food.
- The use of modeling material to make items that look like food is discouraged for children younger than age 5 to avoid their confusion with real food.
- Unless sealed with a water-resistant glaze, do not make projects exposed to or immersed in water, such as boats or outdoor bird feeders. They would disintegrate when exposed to moisture.
- Crayola Dough—contains gluten (wheat flour) as an ingredient.
What was the World War II experience like for the thousands of Japanese Americans living on the West Coast? The activities in this lesson are designed to provide middle school students with a window into the war years. Using primary sources, students will explore a period in United States history when 120,000 Japanese Americans were evacuated from the West Coast and held in internment camps.

**Level: Secondary**

**Objectives:**

- evaluate documents and photographs from the American Memory collections.
- explain how major events are related to each other in time.
- recognize point of view in print and visual materials.
- draw upon primary sources to create a presentation reflective of the Japanese internment experience.

**Lesson**

- Students will complete activities one, two, and three. Students will utilize visual aids (see below), teacher guided questions and hands on activities to complete the assignment.
- Students will discuss Dorethea Lange who was hired by Franklin D. Roosevelt to photograph Japanese neighborhoods, processing centers, and camp facilities after the WWII.
Activity One - Evacuation Day (30 minutes)
Introduce students to the lesson using Photograph 1 (Japanese-American child who is being evacuated with his parents to Owens Valley) on-line, on a handout, or overhead transparency. Give them a copy of the Observation Sheet for recording their observations.

Guiding questions:

- Is this photograph indoors or outdoors?
- What objects and/or structures do you see?
- How many people do you see? Men? Women? Children?
- How are the people dressed?
- Are these people family members?
- Do they relate to each other?
- Are they touching in any way?
- Is there something happening in the photograph that might trigger emotions?
- What is the setting? Where would you place this photo in time and place?
- Who was taking this photo?
- Why was this photo being taken?
- What title would you give this photo?

Engage in a whole-class discussion based on student observations of the photograph and prior knowledge of World War II.

Activity Two - "A Date That Will Live in Infamy" (30 minutes)
Team students in groups of 2-4 and have them brainstorm the connection between:

- Item 1 (Dispatch announcing bombing of Pearl Harbor);
- Item 2 (FDR signing the Declaration of War);
- Item 3 (Prelude to the Japanese Exodus, Dorothea Lange, Women Come to the Front, Library of Congress on-line exhibit).

Each group should write a one sentence explanation of the connection(s) they see between the three documents. Bring the groups together and have them share their sentences.
Activity Three - Picture Day (30 minutes)

- Team students in groups of 2-4. Give them a copy of Photograph 2 (provided) (Japanese-American Evacuation from Los Angeles), project it on the overhead, or have students access it on-line.
- Allow time for them to brainstorm and record their observations on their Observation Sheet (provided).
- Ask students to create a tableau (a scene frozen in time and space) in which they become the personalities in the photograph. They must assume the same pose as the person whose role they have taken. Students remain frozen until you tap them. At that time, they will answer in the "first person" any questions you might have for them.

Photograph 2 (Japanese-American Evacuation from Los Angeles),
<table>
<thead>
<tr>
<th><strong>Objective Observations</strong></th>
<th><strong>Subjective Observations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what you see in the photograph - the forms and structures, the arrangement of the various elements. Avoid personal feelings or interpretations. Your description should help someone who has not seen the image to visualize it.</td>
<td>Describe your personal feelings, associations and judgments about the image. Always anchor your subjective response in something that is seen. For example, &quot;I see ..., and it makes me think of ...&quot;</td>
</tr>
</tbody>
</table>
AIR RAID ON PEARL HARBOR. THIS IS NOT DRILL.
Item 2 (FDR signing the Declaration of War)
Item 3 Prelude to the Japanese Exodus

Dorothea Lange Introduction/
Like Esther Bubley, Dorothea Lange (1895-1965) documented the change on the homefront, especially among ethnic groups and workers uprooted by the war. Three months after Pearl Harbor, President Franklin Roosevelt ordered the relocation of Japanese-Americans into armed camps in the West. Soon after, the War Relocation Authority hired Lange to photograph Japanese neighborhoods, processing centers, and camp facilities.

Lange's earlier work documenting displaced farm families and migrant workers during the Great Depression did not prepare her for the disturbing racial and civil rights issues raised by the Japanese internment. Lange quickly found herself at odds with her employer and her subjects' persecutors, the United States government.

To capture the spirit of the camps, Lange created images that frequently juxtapose signs of human courage and dignity with physical evidence of the indignities of incarceration. Not surprisingly, many of Lange's photographs were censored by the federal government, itself conflicted by the existence of the camps.

The true impact of Lange's work was not felt until 1972, when the Whitney Museum incorporated twenty-seven of her photographs into *Executive Order 9066*, an exhibit about the Japanese internment. New York Times critic A.D. Coleman called Lange's photographs "documents of such a high order that they convey the feelings of the victims as well as the facts of the crime."
Lange photographing Japanese-American evacuees], April 6, 1942

Source: http://www.loc.gov/topics/asianpacific/
Additional Internet Resources to Support Instruction:

Asian Pacific American Heritage Month


http://www.educationworld.com/a_lesson/lesson235.shtml: A list of projects students can do to increase their knowledge of Asian Pacific Americans from Education World.

http://lessonplanspage.com/asianpacificamericanheritagemonth-htm/: Videos, lesson plans, and additional resources to assist in celebrating Asian Pacific American Heritage Month.


http://www.infoplease.com/asian-pacific-american-heritage-month/: Links to quizzes and activities to test your knowledge of Asian-American history, leaders, entertainers, and influences.
Anti-Discrimination Policy

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

**In Addition: School Board Policies 1362, 3362, 4362, and 5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Rev. (05-12)