



# How to TEACH

Supporting Illinois Educators in  
Teaching Equitable History

Equity • Quality • Collaboration • Community



## Introductions

Type in the chat:

- *Your name*
- *What you teach/role*
- *Where you are from (school, district, town)*
- *Something you are learning in this season*

Equity • Quality • Collaboration • Community



## Introductions



**Jordan Weatherl**  
**Standards & Instruction Fellow  
at ISBE**  
Former Special Ed Teacher



**Laura Houcque Prabhakar**  
**TEAACH Facilitator, Educator**  
Asian Americans Advancing  
Justice-Chicago



**Samantha Stearns**  
**Social Studies Teacher in River  
Forest**  
2022 Gilder-Lehrman History  
Teacher of the Year for Illinois

Equity • Quality • Collaboration • Community



# Acknowledgement of Tragedies

Half Moon Bay, Monterey Park, and Central Valley



AP News - Jae C. Hong



## Agenda

- Reviewing the TEAACH Act
- Overview of resources for TEAACH
- How to implement TEAACH
  - Reflecting and tips
  - Across Disciplines
  - Planning Units
  - Lesson Planning
  - Guided Inquiry
- Question and Answer

Equity • Quality • Collaboration • Community



## What is the TEAACH Act?

The Illinois General Assembly passed the [TEAACH Act](#) in 2021. It mandates that every public K-12 school include at least one instructional unit of curriculum studying the events of Asian American history, beginning in this school year.

This history should include the contributions of Asian Americans in government, sciences, arts, and the social and political development of the United States.



Picture credit: *The Asian American Foundation*

Equity • Quality • Collaboration • Community



## Why was the TEAACH Act passed?

The TEAACH Act was ultimately passed as an opportunity for affirmation from students, teachers, legislators, and our American education system to respect, honor, and tell the cohesive story of American history.

It creates an active, tangible opportunity for students to experience cross-cultural education by understanding Asian American communities, experiences, and history while furthering racial equity across Illinois.

Equity • Quality • Collaboration • Community



## What does this mean for educators?

1. Every public school in Illinois is required to teach at least one unit of Asian American history during the 2022-23 school year and years beyond.
  - What qualifies as *a unit* is determined by local schools boards, and implemented via districts.
2. Regional Offices of Education are required to monitor school district compliance with the TEAACH Act during annual compliance visits to ensure Educators are implementing TEAACH.

Equity • Quality • Collaboration • Community





## Supports that are available

- A coalition of partners joined in this work to support schools and educators across Illinois
- Advancing Justice | Chicago has a both online/in-person workshops as well as a resource bank, scope and sequence documents, sample course outlines, and more
- Professional Development program created by the University of Illinois Urbana Champaign to support professional development learning hours
- ISBE has a published supplemental resource guide as well as monthly trainings like this one

Equity • Quality • Collaboration • Community



## Asian Americans Advancing Justice | Chicago

All resources are available at

[www.advancingjustice-chicago.org/TEAACH](http://www.advancingjustice-chicago.org/TEAACH)

1. 2-hour **Professional Development** for Educators (*Virtual or In-Person*)
  - We offer PDs to the general public **and** partner with stakeholders, incl. ROEs, universities, teachers unions, ISBE, museums, and others
  - Clock-hours provided!
2. Asian American Education **Resource Database**
3. **Scope & Sequence** Documents for K-5 and 6-12
4. Sample **Course Outline** for an Asian American History Elective
5. **TEAACH Youth Council** – for current high school students

Equity • Quality • Collaboration • Community



## Asian Americans Advancing Justice | Chicago

Asian American Education Resource D... Use this data

Hide fields Filter Group Sort

Topic	Grade Level	Themes	Essential Questions	Asian American Integration Ideas	Resources	Ethnicity	Attachments
1 Stereotyping	K	Racism Activism/S...	What is a stereotype? How can a stereotype be hurtful? How can we avoid making stereotypes?	Compare and contrast the significance of foods in Asian culture vs. mainstream American culture. Rice cake/Wok vs. Pancake/Gingerbread  Compare and contrast Chinese New Year and American Holidays (New Years).	BOOKS: The Runaway Wok by Ying Chang Compestine The Runaway Rice Cake by Ying Chang Compestine The Runaway Pancake by Mairi MacKinnon The Gingerbread Man by Jim Aylesworth Duck for Turkey Day by Jacqueline Jules	Multiethnic	
2 Naming & Personal Identity	K	Identity Racism Activism/S...	What does your name mean to you? How can we improve learning others' names?	The cultural identity importance of names and name-granting in Asian American cultures; Chinese names and how the placement of a name traces family history	See Attached PDF: Naming & Personal Identity (K)	Multiethnic	
Sumo Wrestling	K	Identity Racism Activism/S...	What are expectations? What did we expect the characters to do? How were we surprised? What are words we do/do not recognize? [Create word web] What were actions in the book we do/do not recognize?	Sumo wrestling: Japanese history, and its cultural impact on American culture	BOOK: Sumo Joe by Mia Wenjen  ADDITIONAL RESOURCES: Videos: Avatar the Last Airbender martial arts references: ...	East Asian	
4 Sikh Head Covering	K	Identity	What is culture? What is identity? How does a person's culture make a difference in how they feel and think about themselves (or how others view them)? What are ways we can see part of a person's cultural identity?	Patka: the Sikh youth head covering (precursor to a pagri/turban)	LESSON PLAN: What Color Is My Patka? By Deepika Kaur Pujji: <a href="https://docs.google.com/document/d/1DaEXbZt1xUedRFn1pS3IomTD2hoR0ejQHJZWSDI6mt/edit?usp=sharing">https://docs.google.com/document/d/1DaEXbZt1xUedRFn1pS3IomTD2hoR0ejQHJZWSDI6mt/edit?usp=sharing</a>	South Asian	
5 Past vs Present	K	Identity	How is life for you different from when your parents or grandparents were your age? (Think about what people ate, moved from one place to another, communicated, and what they thought about the world around them.) What do you notice is the same between the past and present (today)? What do you think is different?	Change-makers in Asian American history: who they were and what they did	See Attached PDF: Past vs Present (K)	Multiethnic	
6 Celebrating Asian American holidays	K	Citizenship Civil Rights Immigration Racism	Why are holidays important to us? What holidays does your family celebrate? What holidays are celebrated in our classroom community?	Holidays celebrated by Asian Americans	See Attached PDF: Celebrating Asian American holidays (K)	Multiethnic	
7 Leadership & People in Positions of Authority	K	Civil Rights	What is equality? Talk about various types of leaders in the world (i.e. presidents.	Asian American Female Leaders: Patsy Mink, Kamala Harris, Tammy Duckworth	See Attached PDF: Leadership & People in Positions of Authority (K)	Multiethnic	

241 records

Equity • Quality • Collaboration • Community



## University of Illinois Urbana-Champaign

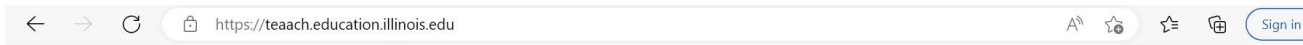
- Faculty and Staff from the College of Education and the School of Information Sciences created online Professional Development for Illinois educators to prepare for the TEAACH Act
- PD consists of 3 modules, is online, asynchronous and earns PD credits, approved by ISBE
- Modules provide content knowledge for K-12 teachers on Asian American history, consisting of brief lecture videos, readings, and short assignments
- Generously funded by The Asian American Foundation

Equity • Quality • Collaboration • Community



## University of Illinois Urbana-Champaign

- Visit: [teach.education.illinois.edu](https://teach.education.illinois.edu)!
- Email [teach@education.illinois.edu](mailto:teach@education.illinois.edu)



### Module 1

#### Introduction to Asian American Issues

Module 1 provides an introduction to the Asian American population and the social construction of race in the United States. It also provides an overview of Asian American issues and history/herstory.

Module 1.1

Module 1.2

Module 1.3

Module 1.4

### Module 2

#### Asian American History: Race & the American Imagination

Module 2 discusses the history of Asian immigration to the United States and the ways US legislation, court cases, and policies restricted immigration, citizenship, and equal access to schooling.

Module 2.1

Module 2.2

Module 2.3

Module 2.4

### Module 3

#### Contemporary Issues Facing Asian Americans

Module 3 explores complexities of Asian American experiences after WWII, the Civil Rights Movement(s), Asian American identity, anti-Asian violence, and representation in K-12 curricula.

Module 3.1

Module 3.2

Module 3.3

Module 3.4



Equity • Quality • Collaboration • Community



# Illinois State Board of Education

## Description of Resource Guide:



- 1 | Quick Links by Theme and Learning Objective: Free articles, sample lesson plans, presentations, and videos aligned to updated standards and grouped based on *themes and competencies*.
- 2 | Longer-form Text: Select memoirs, poems, essays, and historical fiction for purchase/rent at public libraries to provide more detailed perspectives on Asian American history and identity.
- 3 | Published version: You can find the published guide on our [website here](#).

### 6-8 Example

#### SAMPLE SCENARIO

A 6-8 classroom is covering immigration as a part of a human geography unit and wants to have a comprehensive discussion about the nuanced immigrant

#### C3 DIMENSION 1

The educator asks the older cohort of students to trace the arc of Asian American immigration and to pinpoint major moments throughout history, as well as different reasons for or impediments to the immigration of different Asian American communities at different points in time.

#### LEARNING OBJECTIVES



Understanding how diverse Asian American experiences influence identities, perspectives, and ideologies.

Resource Title	Grade Levels	Course Description	Sourced By	Link
Redefine America	K-5	<b>The Asian American Education Project</b> : Discuss Chinese immigrants to examine the American Dream / American identity.	The Asian American Education Project	<a href="http://asianamericanedu.org">asianamericanedu.org</a>
Filipino History and Experience	K-12	<b>AAAJ Chicago</b> : Explore the history, arts, and culture of Filipino Americans in the United States.	AAAJ Chicago	<a href="http://artsandculture.google.com">artsandculture.google.com</a>
South Asian American Experiences	K-12	<b>AAAJ Chicago</b> : Digital database of primary sources that highlights important moments in South Asian American history.	AAAJ Chicago	<a href="http://saada.org">saada.org</a>

Equity • Quality • Collaboration • Community



# Three TEAACHing Tips

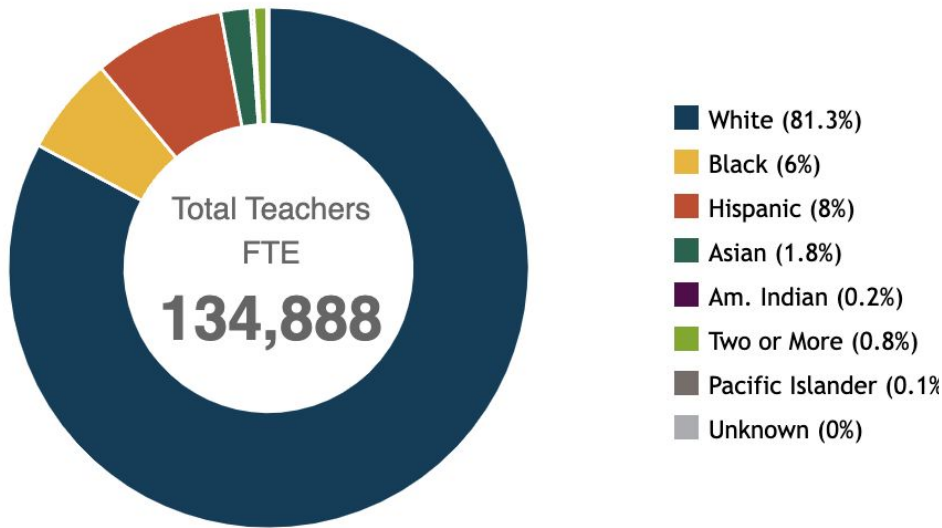
1. Recognize areas to *grow and learn*
2. Using the *standards* to guide
3. *Modify and improve* existing curriculum



## Start by TEACHing Yourself

2022

State Teacher Demographics By Ethnicity (2022)



Student Demographics	State
White	46.4% / 866,540
Black	16.6% / 310,464
Hispanic	27.2% / 508,549
Asian	5.4% / 100,564
Am. Indian	0.3% / 4,756
Pacific Islander	0.1% / 1,851
Two or More	4.1% / 76,601

<https://www.illinoisreportcard.com/>





# TEACHing Meaningfully

- Go beyond cultural contribution
- Humanizing the experience of Asian Americans
- Showing Asian American history as relevant within your context
- Asset based approach versus deficit or challenges only
- Student inquiry and exploration while staying safe
- Using first hand artifacts to foster learning
- Directly address harmful stereotypes

*Q: What are some pedagogical shifts that you can make to meaningfully include Asian American history in your classroom?*



## TEAACH Aligned Standards

### Social Studies Standard

**SS.9-12.H.10.** - “Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples.”

### English Language Art Standard

**ELA.6.R.6.** - “Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.”

### Visual Arts Standard

**VA:Re.7.1.2.** - “Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.”

### Math Standard

**M.7.EE.2.** - “Solve real-life and mathematical problems using numerical and algebraic expressions and equations.”

### Physical & Health Standard

**PHS.SI.5.** - “Discuss advertising techniques used to communicate health messages and their effectiveness (e.g. using cartoon characters, TV stars, athletes).”

### Science Standard

**K.PS2.1.** - “Scientists use different ways to study the world.”



## TEACH Across Disciplines

### [Structured Inquiry on Immigration](#)

An Elementary Social Studies teacher leads a unit on immigration by using stories from Angel Island immigrants to explore the reasons one may immigrate to the United States and what it means to be American.





## TEACH Across Disciplines

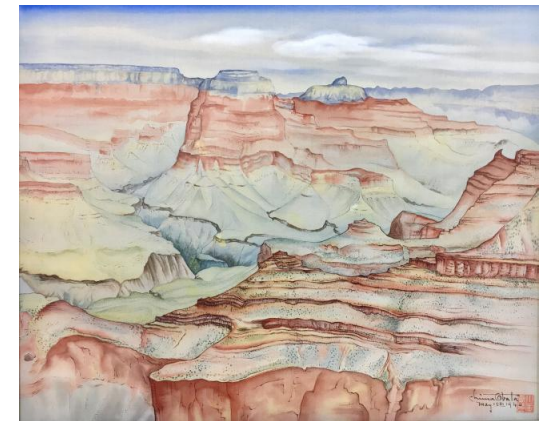
### Structured Inquiry on Immigration

An Elementary Social Studies teacher leads a unit on immigration by using stories from Angel Island immigrants to explore the reasons one may immigrate to the United States and what it means to be American.



### Inquiry of stylized Asian American Art

A visual arts teacher develops a unit to explore stylized scenes of the American West through Asian American artists like Chiura Obata





## TEACH Across Disciplines

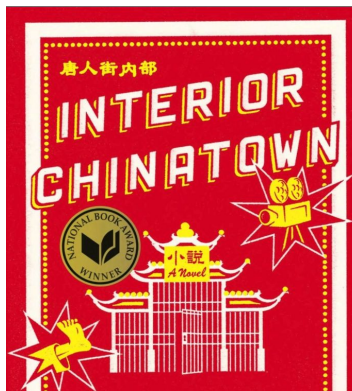
### Structured Inquiry on Immigration

An Elementary Social Studies teacher leads a unit on immigration by using stories from Angel Island immigrants to explore the reasons one may immigrate to the United States and what it means to be American.



### Long-form narrative inquiry

A Middle School ELA teacher bases a unit on “Interior Chinatown” by Charles Yu to explore pop culture, assimilation, and cultural identity of Asian Americans.



### Inquiry of stylized Asian American Art

A visual arts teacher develops a unit to explore stylized scenes of the American West through Asian American artists like Chiura Obata





## TEAACH Act Unit Planning

- Start with standards and mandated units of study
- Check opportunities within unit for representation and critical analyses (economic, cultural, social, or political impact)
- Avoiding narratives of oppression/victimization
- Enrich existing curricula; avoid “othering”
- Review resources and connect with local communities

[Unit and Lesson Planning Resource](#)

[AJC Sample Scope and Sequence](#)

Equity • Quality • Collaboration • Community



# TEAACH Act Unit Planning

Standards and Mandated Units of Study



Review existing curricula, resources, and pedagogy



Keep it, modify it, leave it

Equity • Quality • Collaboration • Community



# TEAACH Act Unit Planning

## Mamie Tape

Tape v. Hurley 1885



## Ruby Bridges

Brown v. Board of  
Education 1960



## Alice Piper

Piper v. Big Pine 1924



## Sylvia Mendez

Mendez v. Westminster  
1947

Equity • Quality • Collaboration • Community

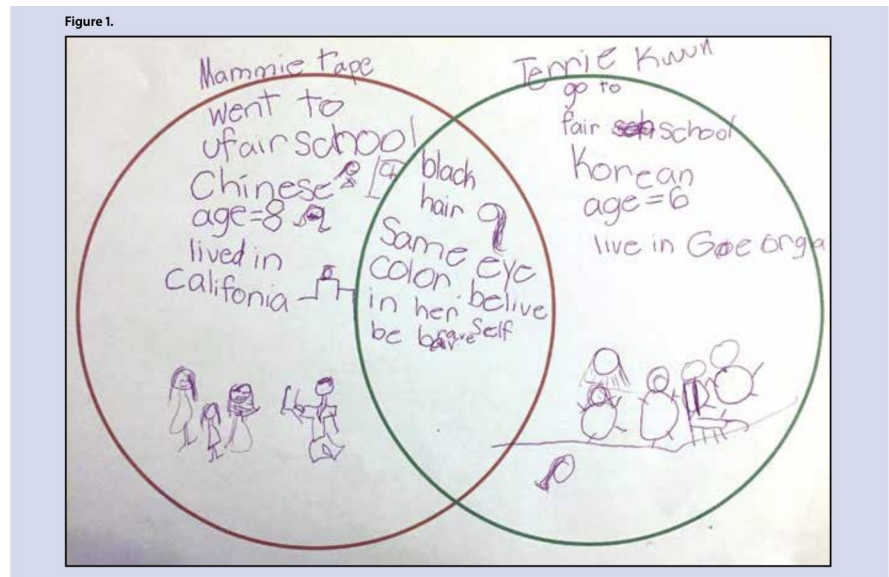




# TEAACH Act Lesson Planning

## “Opening Up History” Folder for Students

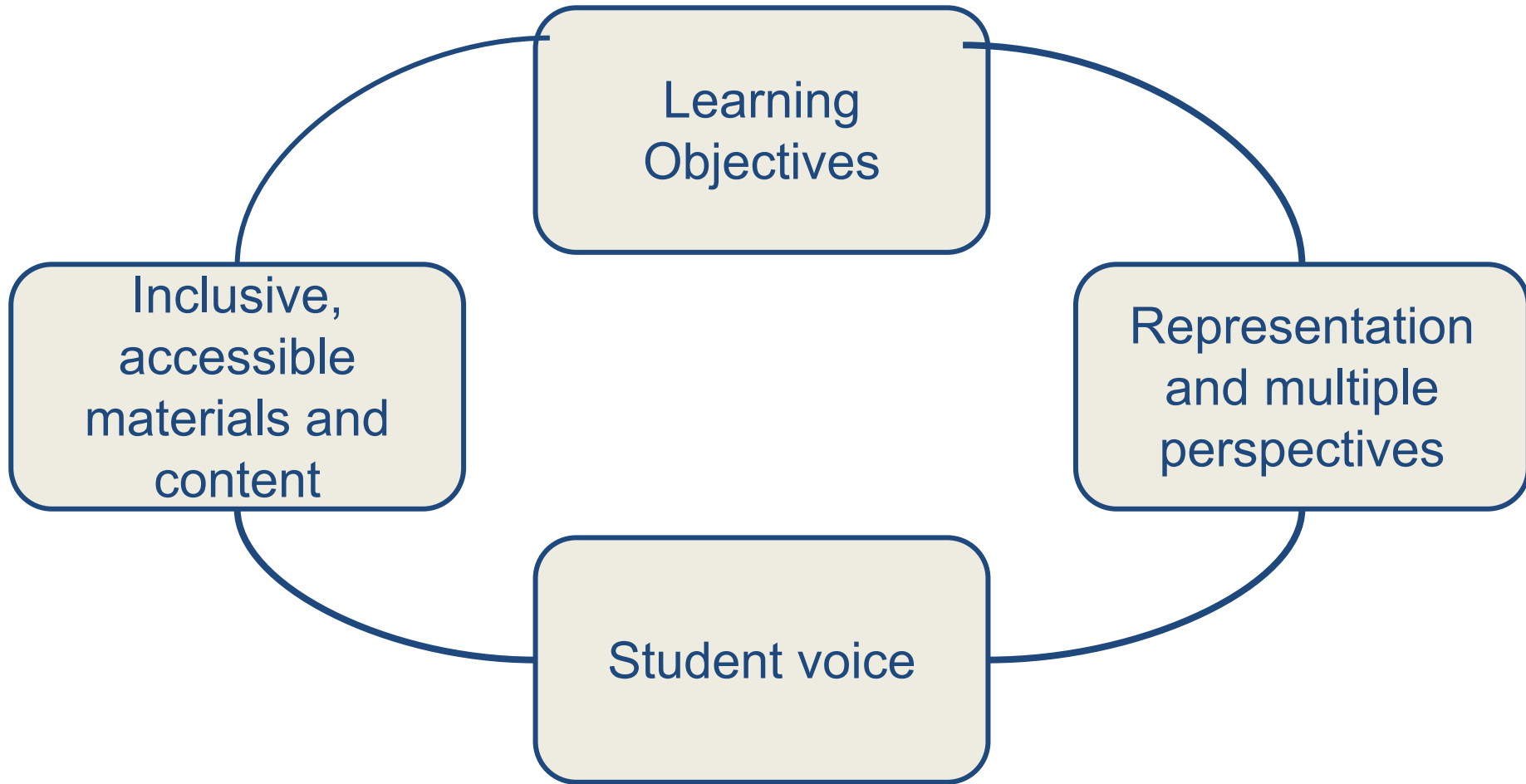
- Create a folder for each student containing materials about each of the four historical figures, as well as worksheets.



Equity • Quality • Collaboration • Community



# TEAACH Act Lesson Planning



Equity • Quality • Collaboration • Community



## Next Steps

- Everyone should speak to their communities about the TEAACH Act to ensure awareness and fidelity in implementation.
- Utilize the tools presented tonight to bring high quality texts, art, videos, or artifacts into your classroom to start teaching Asian American history.
- Administrators should ensure their school has at least one unit of Asian American history being taught in multiple disciplines.

Equity • Quality • Collaboration • Community



## Future Professional Developments

- Join the future TEAACH webinars on the last Monday of each month from 4:30-5:30pm (CT)!
  - “TEAACHing Inclusion” on 2/27
  - “TEAACHing with Pushback” on 3/27
  - “TEAACHing for Change” on 4/24

Equity • Quality • Collaboration • Community



## Q & A

Send any questions you may have in the chat or come off of mute to ask!

Please fill out this feedback form as you exit this training:

<https://bit.ly/HowToTEACH>

- Questions about this presentation or TEAACH can be sent to Jordan Weatherl
  - [jweather@isbe.net](mailto:jweather@isbe.net)
- Social Studies questions can be sent to Samantha Stearns
  - [stearnss@district90.org](mailto:stearnss@district90.org)
- Questions about Advancing Justice | Chicago resources can be sent to Laura Houcque Prabhakar
  - [laura.houcque@gmail.com](mailto:laura.houcque@gmail.com)

Equity • Quality • Collaboration • Community