



TEAACH (Act) Now

Supporting Illinois Educators in
Teaching Equitable Asian American
Community 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 grateful for in this season*

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Agenda

- What is the TEAACH Act? (5 minutes)
- What does TEAACH mean for educators? (5 minutes)
- What supports are available? (25 minutes)
 - The Lloyd A. Fry Foundation
 - Asian Americans Advancing Justice - Chicago
 - University of Illinois Urbana-Champaign
 - ISBE
- Next Steps (5 mins)
- Q&A (15 minutes)

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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*

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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.

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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.
2. Regional Offices of Education are required to monitor school district compliance with the TEAACH Act during annual compliance visits.

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Linda Matsumoto

Asian American activist, AAPI history advocate, and educator in School District 65

- The TEAACH Act was long overdue in school classrooms.
- The U.S. experienced a “Twin Pandemic” where Covid-19 intersected with the rising tide of anti-Asian hate.
- We’re at an inflection point to support public education that offers diverse perspectives and authentic voices that accurately tell the interwoven stories that combine to define our country’s history.
- I have collaborated with an experienced IEA leader and educator, Donald Kimura, to co-present AAPI workshops at state and national union leadership conferences. We will reach wide audiences of teachers to help implement the TEAACH Act with fidelity.





Supports that are available

- A coalition of partners joined in this work to support schools and educators across Illinois.
- Online/in-person workshops to prepare and support educators to teach Asian American history.
- There are resource guides for curriculum development and lesson plans aligned with new Social Studies State Standards.
- Micro-credential and programs to support professional development learning hours.

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LLOYD A. FRY FOUNDATION

We are committed to increasing the academic achievement of low-income students in historically disinvested Chicago public schools. We support this goal through work that strengthens the preparation and development of principals to lead high-performing schools, the development of teacher leaders to support professional learning in schools, and programs that provide rigorous academic enrichment opportunities for students.

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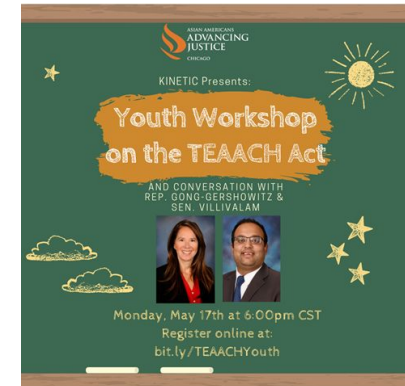
Asian Americans Advancing Justice | Chicago

Our Advocacy to Pass the TEAACH Act:

- Advancing Justice | Chicago **wrote the bill** and approached legislators to sponsor it.
- We mobilized **859 emails** from constituents to their legislators and **1,000 witness slips** in support.
- We collected **65 personal testimonies** from community members, placed a **youth op-ed**, and got dozens of **media hits**.



Op-ed: Pass TEAACH Act to ensure accurate representation of Asian-Americans in curriculum



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Asian Americans Advancing Justice | Chicago

Implementation Resources We've Created:

All resources are available at
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

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Asian Americans Advancing Justice | Chicago

What's Covered in Our PD?

- Why teaching about the Asian American experience is important
- Diversity of the Asian American community nationally and in Illinois
- Anti-Asian stereotypes throughout history and today
- Examples of Asian Americans fighting racism for their community and with others
- A lesson or resource that they can use in their classroom
- Asian American Education Resource Database, a lesson and resource database

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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: https://docs.google.com/document/d/1DaEXbZ1xUedRFn1pS3IomTD2hoR0ejQHJZWSDI6mt/edit?usp=sharing	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

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University of Illinois Urbana-Champaign

- Faculty and Staff from the College of Education and the School of Information Sciences created online PD 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

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- Takes a *critical, historical, and structural approach*; i.e. won't just be adding Asian American facts or focus on food or cultural traditions of Asian Americans
- Focuses on how race and inequity have shaped Asian American experiences and led to *racialization of them* as model minorities and perpetual foreigners
- Takes a *cross-racial approach*, showing how Asian American histories are intertwined with other communities of color
- *Centers voices* of Asian Americans as actors in the US narrative
- Seeks to encourage *teacher reflection* about their identities in the classroom; their pedagogical approach; and how they view their students
- Contains a research element: with consent, participants share their assignments in assessment of how to best serve teachers

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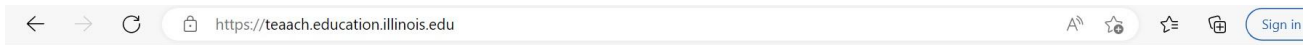
- **Module I: Introduction to Asian Americans (12 PDS)**
 - Section 1.1: Introduction
 - Section 1.2: Who are Asian Americans?
 - Section 1.3: Race and the American Imagination
 - Section 1.4: Overview of Asian American History/ Herstory
- **Module II: Asian American History/ Herstory- Race and Citizenship (12 PDS)**
 - Section 2.1: Introduction
 - Section 2.2: The US Empire and Manifest Destiny
 - Section 2.3: Restrictions and Resistance
 - Section 2.4: Asian Americans in Illinois
- **Module III: Contemporary Issues Facing Asian Americans (12 PDS)**
 - Section 3.1: Introduction
 - Section 3.2: The Model Minority Myth
 - Section 3.3: Asian American Activism
 - Section 3.4: Asian American Identity

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University of Illinois Urbana-Champaign

- Visit: teach.education.illinois.edu!
- Email 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



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Terminology & History

Why Do We Say “Asian American” Not “Oriental”? (8:00)



Main Lecture (2022) (22:33)

Which statement best describes the Asian American community? * 1 point

- They are mostly Chinese/ Chinese American.
- They are diverse and incorporate a wide variety of ethnicities and experiences.
- The term “Asian American” was created by non-Asian Americans.

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Illinois State Board of Education

Description of Resource Guide:

Illinois State Board of Education

User Guide – Resources to Learning Experiences: K-5 Example

SAMPLE SCENARIO *K-5 classroom is in the middle of a multi-day unit on identity and is preparing for a lesson focused on Asian Americans*

C3 DIMENSION 1 *The educator engages in structured or controlled inquiry to get students thinking about their interactions with or understanding of the Asian American experience – for example, by getting students to name or describe famous Asian Americans / Asian Americans with whom they are familiar*

C3 DIMENSIONS 2 & 3 *Building on the classroom discussion, the educator divides the students into groups who will be tasked with reviewing materials covering a different notable Asian American figure (idea being that collectively the class discusses individuals representing different eras, industries, etc.) and sharing reflections on the individual's experiences and contributions with the class – for this, an educator may want to reference some of the Asian American leaders highlighted on slides 17-20 of this guide, such as:*

- **Activist:** Grace Lee Boggs
- **Athlete:** Chloe Kim
- **Artist:** Maya Lin
- **Musician:** Chad Hugo
- **Business Leader:** Satya Nadella

C3 DIMENSION 4 *Working with the students, the educator synthesizes key learnings – among them, the notion that the Asian American experience is diverse and nuanced, not monolithic – and encourages students to think about ways they might want to uplift and support Asian Americans in their communities (e.g., engaging with media with Asian American protagonists, trying Asian American foods, etc.)*

SAMPLING OF RELEVANT SS STANDARDS

SS.K.CV.1. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities

SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps

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- 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 Draft: You can find the published draft on our [website here](#).

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Illinois State Board of Education

INQUIRY: Understanding how diverse Asian American experiences influence identities, perspectives, and ideologies (1 of 5)

	Resource Sourced by:	Grade Level	Resource Description	Link(s)	Relevant ISBE Standards¹
Redefine American	<i>The Asian American Education Project</i>	K-5	<i>Through discussion of Chinese immigrants, examine the American Dream / American identity</i>	https://asianamericanedu.org/redefine-american.html	SS.K-2.IS.1; SS.3-5.IS.1; S.6-8.IS.1; SS.6-8.IS.1; SS.9-12.IS.1; SS.6-8.IS.6.MdC; SS.9-12.IS.9;
Filipino History and Experience	AAAJ Chicago	K-12	<i>Google Arts & Culture – exploration of the history, arts, and culture of Fil-Ams in the US</i>	https://artsandculture.google.com/story/4wXB6NUFZ2t0cQ	SS.K-2.IS.6; SS.K-2.IS.7; SS.3-5.IS.10; SS.6-8.IS.LC; SS.6-8.IS.MdC;

	Theme(s)	Description
<i>The Best We Could Do</i> by Thi Bui	<i>History, Human Geography, Identity</i>	<i>Graphic novel portraying one family's journey from war-torn Vietnam to America</i> ISBN: 978-1419718786
<i>Laxmi's Mooch</i> by Shelly Anand and Nabi Ali	<i>Identity</i>	<i>A body-positive picture book about a young Indian American girl and her journey to celebrate her heritage</i> ISBN: 978-1984815651
<i>Watercress</i> by Andrea Wang and Jason Chin	<i>Human Geography, Identity</i>	<i>Gathering watercress alongside the road in Ohio helps a young girl learn more about her Chinese heritage</i> ISBN: 978-0823446247



Next Steps

- Take advantage of the resources shared today to implement curriculum pertaining to Asian American history.
- Share with your communities about the TEAACH Act to make sure that people are aware of it and are implementing with fidelity.

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Inclusive History Working Groups

- Inclusive classroom curriculum is essential for all students to both be able to personally connect to our American histories and understand the perspectives and experiences of cultural others.
- Help students examine America's plural yet shared histories.
- [Inclusive American History Commission](#) report called for the development of inclusive curricular/instructional resources for classroom teachers
- Asian American resources were completed in summer of 2022 to establish a framework and templates for Phases 1 and 2.
- **Phase 1 Working Groups *Racial/Ethnic Identities:*** African American, European American, Native American/Indigenous Peoples, and Latinx/a/o.



If you are interested in supporting our classroom teacher resource development by participating in one of our working groups, **please fill out the interest form [here](#)**

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Q & A

Send any questions you may have in the chat!

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

<https://bit.ly/TEACHNow>

- Questions about this presentation can be sent to Jordan Weatherl
 - weatherl.jordan@gmail.com
- Social Studies questions can be sent to Dorlande Charles
 - Dcharles@isbe.net
- Non-social studies questions about Illinois Standards & Instruction can be sent to this email:
 - ILTeachTalkLearn@isbe.net

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