

Lesson Plans by Mariah Pol for

Asian American Voices in Indiana



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With Foreword by Nancy Nakano Conner

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Lesson plans for *Asian American Voices in Indiana*
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Asian American Voices in Indiana

Lesson Plans, created by Mariah Pol

For use in conjunction with *Be Heard: Asian Experiences in Indiana* (<http://beheard.ihs.yourcultureconnect.com/e/home>), a virtual exhibit by the Indiana Historical Society

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Introduction

Asian American Voices in Indiana began in 2016 as a collecting initiative through the Indiana Historical Society, and a recognition by the Society to fully collect and preserve the contributions and stories of Asians living in Indiana. The project involved the collection of oral histories from the Asian community, researching historical material for contextual information, digitizing photos, and bringing in new materials to the Society's collection to begin to tell the story of Asians in Indiana. This vital work grew into an exhibition in 2018, *Be Heard: Asian Experiences in Indiana*. Following that came a traveling exhibit, an online exhibit, the book *Asian American Voices in Indiana*, and these lesson plans to assist educators in teaching about Asian experiences in Indiana. This work is ongoing and will continue to facilitate dialogue on the importance of weaving Asian history into the historical narrative of Indiana and the United States.

Created for high school educators teaching Ethnic Studies, Indiana Studies, U.S. History, and other related topics, these resources dive into themes related to immigration, civil rights, identity, culture and more. Students will be encouraged to think critically and

look deeper at the history of Asians in Indiana, including their contributions to their local and national communities.

Through a series of eight lesson plans themed by compelling questions, educators will be guided in incorporating the virtual exhibition *Be Heard: Asian Experiences in Indiana* exhibit into their classrooms. Students will be prompted to complete primary and secondary source analyses, explore oral histories, and grow in empathy and understanding of others' lived experiences. Educators are encouraged to use *Asian American Voices in Indiana* to supplement their own contextual knowledge of the history of Asians in Indiana.

Accompanying this set of lesson plans is a list of resources that can be used in additional lessons or for teachers to further their own exploration of the importance of the Asian community to the state and the country.

Bethany Hrachovec,
Director of Education
and Engagement

Lesson Plan Components

Each lesson plan contains the following elements:

- **Compelling Question** – This question will set the stage for the lesson and guide the inquiry.
- **Staging the Compelling Question** – This section will assist educators in preparing their students to explore content and inquiry related to the Compelling Question.
- **Lesson Overview** – This summary will provide an overview of the lesson for educators, including length of time required to complete the lesson, expected outcomes of the lesson, overview of content, and activities involved.
- **Materials** – This is a list of materials that students will need in order to complete the lesson.
- **Procedures** – These step-by-step instructions will guide educators through teaching the lesson.
- **Supplementary Materials** – These materials include graphic organizers, worksheets, and additional information that is helpful to complete the lesson.

Inquiry Standards

Lesson 1: Early Asian Experiences in Indiana

Indiana Studies:

- **IS.3.6** Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.

Ethnic Studies:

- **ES.1.1** Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias and critical consciousness.
- **ES.1.2** Students identify and analyze their social, ethnic, racial and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES.1.3** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- **ES.2.3** Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.4.2** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

Lesson 2: Comparing Early Asian Experiences in Indiana

Indiana Studies:

- **IS.3.6** Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.

Ethnic Studies:

- **ES.1.3** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- **ES.4.2** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

U.S. History:

- **USH.2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish and the Chinese.
- **USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- **USH.3.9** Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.

Lesson 3: Enacting Democracy and Citizenship

Indiana Studies:

- **IS.1.33** Analyze the impact of globalization on Hoosier culture and Indiana's economic policies, political policies and international connections.
- **IS.3.6** Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.

Ethnic Studies:

- **ES.2.1** Students investigate the origins of various ethnic and racial groups, examining the

historical influence of cultural, socio-political, and socio-economic contexts on those groups.

- **ES.2.3** Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.3.1** Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.
- **ES.4.1** Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- **ES.4.2** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

Lesson 4: Researching Asian American Experiences

Indiana Studies:

- **IS.1.34** Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.
- **IS.1.35** Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **IS.1.36** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **IS.1.37** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **IS.3.6** Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.
- **IS.3.7** Examine Indiana's relationships with

states, countries, and world regions and understand the significance of these relationships to Indiana's past, present and future.

- **IS.4.9** Examine the migration of groups to Indiana for economic opportunity.

Ethnic Studies:

- **ES.1.3** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- **ES.2.1** Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2** Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- **ES.2.3** Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.3.2** Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political and economic opportunities.
- **ES.4.1** Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- **ES.4.2** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

Lesson 5: Loyalty and Japanese American Internment Camps

Indiana Studies:

- **IS.1.23** Examine the causes and course of World War II, the effects of the war on Indiana's soci-

ety and culture, and the consequences of the war on United States involvement in world affairs.

- **IS.1.35** Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **IS.1.36** Analyze multiple, unexpected, and complex causes and effects of events in the past.

Ethnic Studies:

- **ES.1.3** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- **ES.2.3** Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.3.2** Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political and economic opportunities.
- **ES.4.2** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

U.S. History:

- **USH.3.9** Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
- **USH.5.4** Identify key leaders and events from World War II and explain the significance of each.
- **USH.5.6** Explain the experiences of African Americans, Asian Americans, Latin Americans, Native Americans, and women during World War II.
- **USH.10.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in

various kinds of historical evidence and differing secondary opinions.

- **USH.10.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

Lesson 6: Finding Identity: Asian Americans in Indiana

Indiana Studies:

- **IS.3.6** Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.

Ethnic Studies:

- **ES.2.1** Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2** Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- **ES.2.3** Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.4.2** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

Lesson 7: The Experience of Tibetan Refugees

Indiana Studies:

- **IS.3.6** Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.

Ethnic Studies:

- **ES.1.3** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare,

government and industry.

- **ES.2.1** Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2** Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).

U.S. History:

- **USH.7.10** Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.

World History:

- **WH.6.7** Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.
- **WH.6.10** Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern-day developments.
- **WH.7.1** Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
- **WH.7.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past.

Lesson 8: Foreign Policy in the Middle East

Indiana Studies:

- **IS.1.34** Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.
- **IS.1.35** Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **IS.1.36** Analyze multiple, unexpected, and complex causes and effects of events in the past.

- **IS.1.37** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
- **IS.3.6** Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.

Ethnic Studies:

- **ES.1.3** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- **ES.2.1** Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2** Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary or forcible).

U.S. History:

- **USH.7.10** Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.
- **USH.10.1** Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
- **USH.10.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.10.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.10.4** Assess competing historical interpretations of a particular historical moment, historical event or historical change.
- **USH.10.5** Develop arguments, defended with historical evidence, which explain historical change.

Lesson 1: Early Asian Experiences in Indiana

Compelling Question

How do stereotypes affect us?

Staging the Compelling Question

Ask students to define stereotypes. Ask them to reflect on how they might have felt stereotyped and how this can be dangerous.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of early Asian immigrants to Indiana. The lesson asks students to contextualize how Asians have been stereotyped in media and society, and how this neglects their accomplishments and triumphs in the United States, and specifically in Indiana. By examining the compelling question, “How do stereotypes affect us?” students can compare early Asian experiences in Indiana to their own lived experiences and how they might have been affected by stereotypes.

This lesson asks students to critically analyze the Chinese Restaurant Scene from the 1983 film *A Christmas Story*. This scene is based on the Chinese restaurant, Cam Lan, in Hammond, Indiana. Students will consider the stereotypes reinforced in that scene and how they can be damaging. They will then investigate primary and secondary sources, such as photographs and interview clips from the Sang family, who owned Cam Lan restaurant, from the *Asian Experiences* online exhibit. Students will compare how the sources differ from the film scene to learn more deeply about Asian experiences in Indiana. Activities include students working in groups to analyze photographs of the Sang family, classroom discussion from the interview clips, and using a Venn Diagram to assist in researching other ethnic groups’ experiences to compare how they have been “othered” in society.

The formative performance task requires students to use historical thinking skills. Students will need to use primary and secondary sources provided in the *Asian*

Experiences online exhibit and independent research of other ethnic groups as evidence to answer the compelling question. They will also be encouraged to connect it to their personal lived experiences.

For this inquiry, students will need prior knowledge of immigration in the United States and treatment of other ethnic groups.

Materials

Device to access the Internet, pencil/pen, headphones

Procedures

1. To introduce and hook students to inquiry, ask them to write down their answers and think-pair-share the following questions:
 - a. What are stereotypes?
 - b. Have you ever felt stereotyped? How has this affected you?
 - c. How can stereotypes be dangerous to yourself and others?
2. Introduce students to today’s compelling question: “How do stereotypes affect us?” Inform them that they will be examining the experiences of early Asian immigrants to Indiana. Click [here](#) to access a resource folder which includes a PowerPoint to guide students through the discussion topics in the lesson.
3. Ask students how many have ever seen the movie *A Christmas Story*? After taking a poll, inform students that *A Christmas Story* takes place in the fictional town of Holman, Indiana, which was inspired by Hammond in northwestern Indiana. Holman is named after one of the main streets in Hammond. The author of the book and screenwriter of the movie, Jean Shepherd, was raised in Hammond. The plot is based on his experiences growing up there.
4. Show students the [Chinese Restaurant Scene](#) from *A Christmas Story* when the family eats Christmas dinner at a local Chinese restaurant. Before showing the clip, tell students to think about ways that Asians are stereotyped in this

- scene. Have students list their observations on a sheet of paper. Afterward, have students share their observations with the class. Teachers should note students' responses on the board.
5. Have students discuss with each other in think-pair-share groups: Why would Asians be stereotyped in such a way in this scene? Who benefits from these stereotypes? How can these stereotypes affect people with Asian ancestry?
 6. Introduce students to the theory of "Orientalism." Explain to students that this theory suggests that the Far East (Asia) is purposefully represented as an "other," opposite to the West (Western Europe and the United States). The Far East is presented as uncivilized, irrational, undemocratic, slow, passive, violent, and/or backward; whereas the West is presented as civilized, rational, democratic, changing, active, human and advanced. Ask students to think about how the representations in the movie clip relate to this theory. How are the workers in the Chinese restaurant "Orientalized" and depicted as an "other?" Students should share responses with the class.
 7. Next, ask students: What is the purpose behind creating these stereotypes? Have them share their answers with the class.
 8. Divide students into three different groups (larger classes may need to have two different groups analyze the same photo). Give each group a different image of the Sang family to analyze from the [Asian Experiences Sylvia Sang Ricketts](#) web page. Have students complete the corresponding **Analyzing Images of the Sang Family Handout**. As members of each group analyze their image, have them fill out the handout with their observations, reflections, and any questions they have about the image. After the activity, have students share their images and group discussions of the images with the class. See the associated images further on to share with students, or direct them to the links associated with each image referenced.
 - a. Sang family sitting on couch, ca. 1954
 - b. Sylvia and Margaret Sang in Los Angeles, 1962
 - c. Sang family with Sylvia seated on her mother's lap, ca. 1954
 9. After students have shared their observations, reflections, and questions about the photos, have them discuss as a class: How do the photos of the Sang family differ from the scene in *A Christmas Story*? Inform students that the Sang family owned the Cam Lan restaurant in Hammond, Indiana, that the scene from the movie was inspired by.
 10. Direct students to listen to Sylvia Sang Ricketts's interviews about "College" and the "Cam Lan Restaurant." Students can listen to the interviews as a whole class or individually with headphones on their device. As they listen, have them take notes for discussion following the clips. Afterward, lead students in a class discussion of their findings to the questions from the interview clips.
 - a. What did Sylvia Sang Ricketts feel was missing in her life or that she had lost? How did she overcome this? How did it become useful to her later?
 - b. Describe how the Cam Lan restaurant came into existence.
 - c. What made the restaurant special/unique?
 - d. How might the restaurant have affected people in Indiana at the time?
 11. After this activity, have students research examples of other ways that ethnic groups have been stereotyped and "othered" historically and or presently in U.S. history to advance political agendas. As they research, have them complete the **Comparing Stereotypes Venn Diagram**.
 12. After students have completed the graphic organizer, they will need to produce a quality paragraph answering today's compelling question: "How do stereotypes affect us?" Paragraphs need to include primary and secondary source evidence from the Indiana Historical Society's exhibit, [Asian Experiences in Indiana](#), such as photos, interviews, and sources from other ethnic groups to support their claims. Students are encouraged to connect these experiences to their own experiences and to recommend strategies to overcome preconceived notions.

Analyzing Images of Sang Family

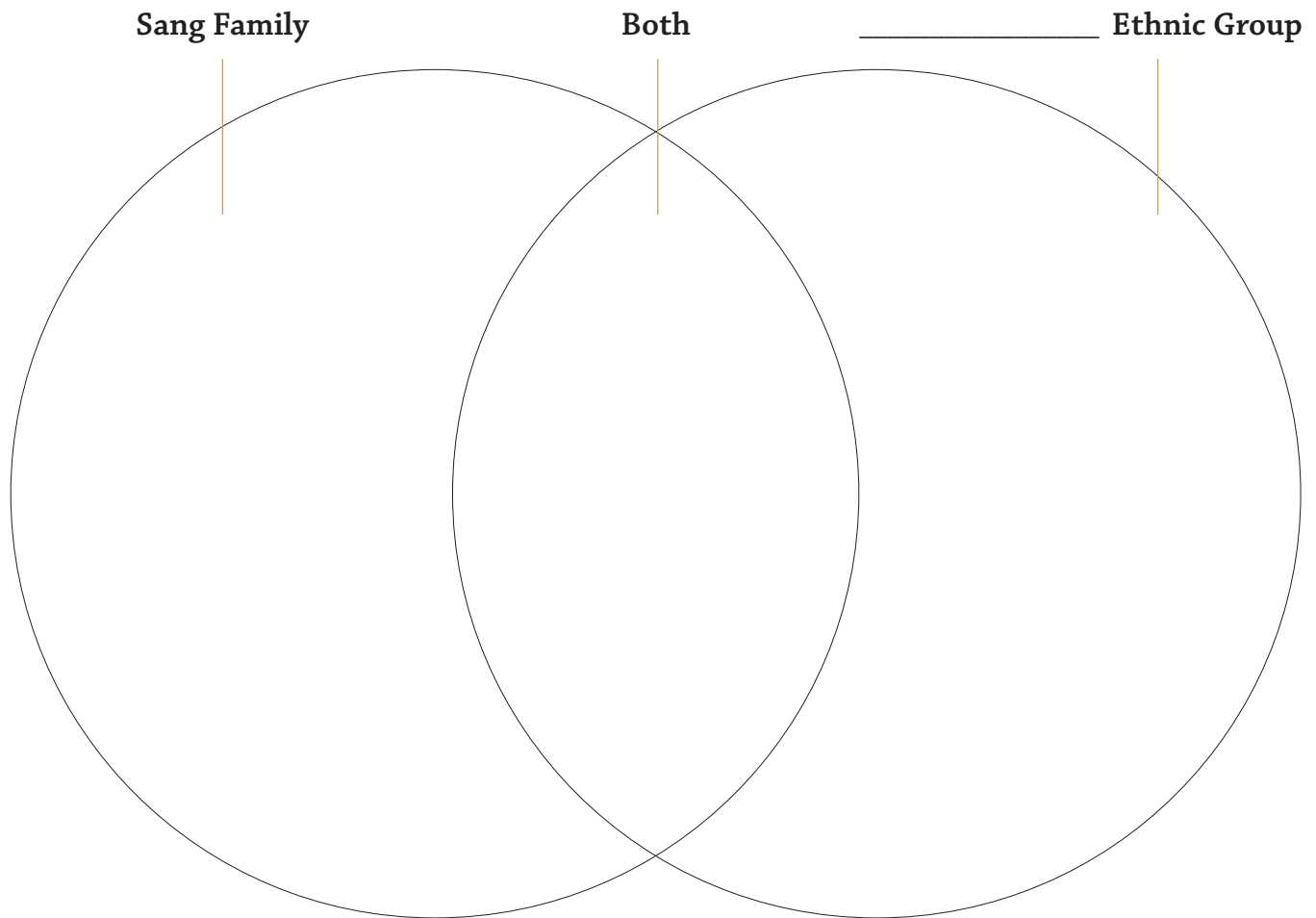
Directions: Please find the image you have been assigned on the web page “Asian Experiences Sylvia Sang Ricketts” (<http://beheard.ihs.yourcultureconnect.com/e/asian-biography-pages/sylvia-sang-ricketts>). As you look at the image, take notes of your observations, reflections and questions. Consider the questions in the box to help you take notes when analyzing the image. You will be asked to share your image and notes with the class.

Observations	Reflections	Questions
Describe what you see. What do you notice first? What people and objects are shown? How are they arranged? What is the physical setting? What, if any, words do you see? What other details can you see?	Why do you think this image was made? What’s happening in the image? When do you think it was made? Who do you think was the audience for this image? What tools were used to create this? What can you learn from examining this image? What’s missing from this image? If someone made this today, what would be different? What would be the same?	What do you wonder about: Who? What? When? Where? Why? How?

Name: _____ Period: _____ Date: _____

Comparing Stereotypes Venn Diagram

Directions: Research how another group of interest has been stereotyped or “othered” historically and presently in the United States. As you research, use the Venn Diagram to take notes comparing the similar and different experiences of the Sang family in Indiana to another ethnic group. Cite where you obtained the information (e.g., website, author, source, etc.) Please identify the ethnic group you chose in the right-hand circle on the blank line.

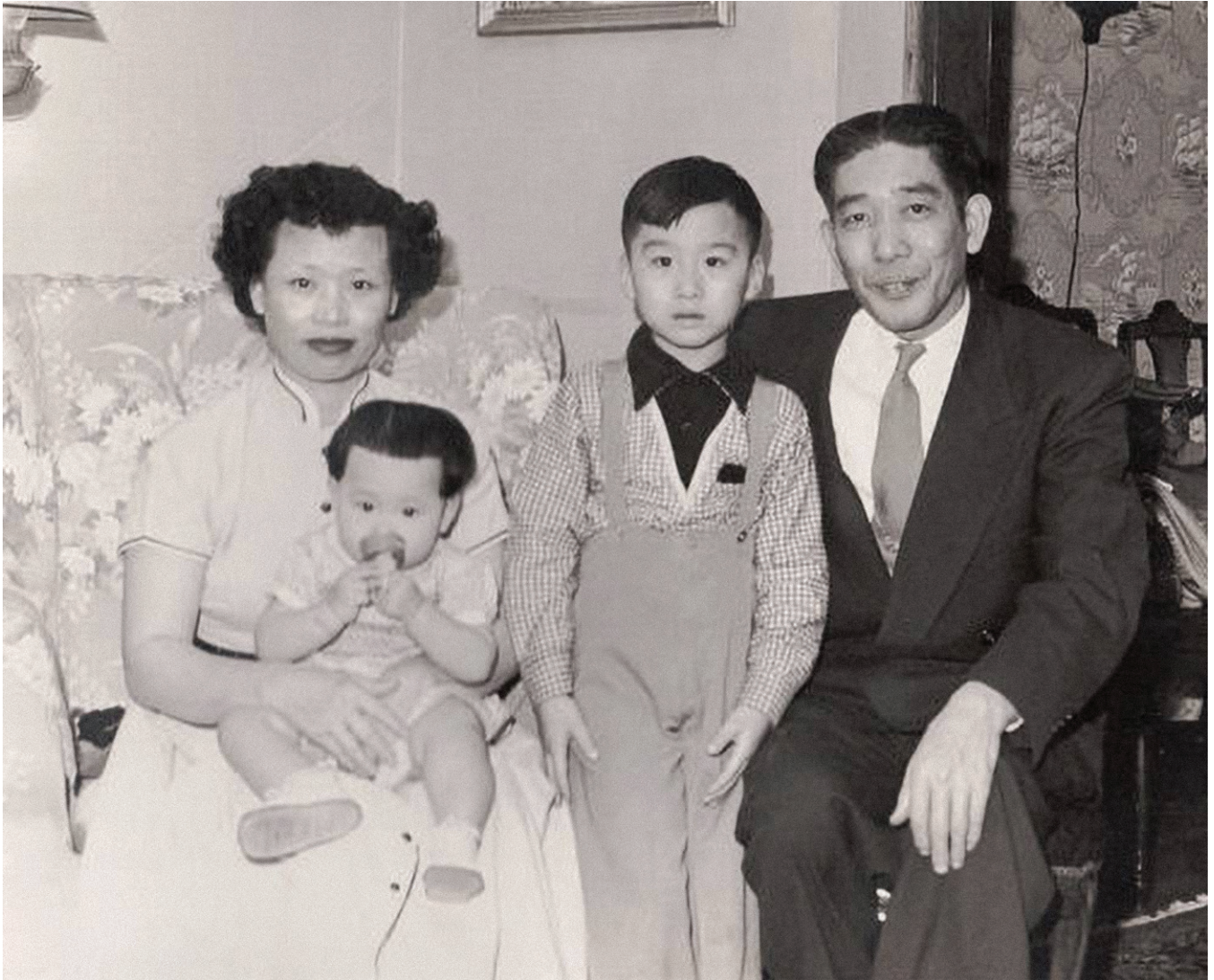




"Sang Family Portrait, ca. 1954," Sylvia Sang Ricketts, Indiana Historical Society,
<https://images.indianahistory.org/digital/collection/p16797coll44/id/178/rec/3>



“Margaret and Sylvia Sang in Los Angeles, California, January 1962,”
Sylvia Sang Ricketts, Indiana Historical Society,
<https://images.indianahistory.org/digital/collection/p16797coll44/id/172/rec/8>



“Sang Family Portrait, ca. 1954,” Sylvia Sang Ricketts, Indiana Historical Society,
<https://images.indianahistory.org/digital/collection/p16797coll44/id/174/rec/2>

Lesson 2: Comparing Early Asian Experiences in Indiana

Compelling Question

How can one defy stereotypes?

Staging the Compelling Question

Ask students to brainstorm ways that one can defy stereotypes.

Lesson Overview

This can be an extension to the *Early Asian Experiences in Indiana* lesson. This inquiry is designed for one class period and leads students to investigate the experiences of various early Asian immigrants in Indiana. The lesson asks students to contextualize the immigration laws against Asian Americans during this time period and to explore how Asian American individuals defied the odds against them. By examining the compelling question “How can one defy stereotypes?” students can compare early Asian experiences in Indiana to their own lived experiences.

This lesson has students watch a video about the Chinese Exclusion Act. Students will take notes on factors that contributed to the act being passed and then struggles that Chinese Americans faced. After the video, there will be a class discussion on students’ thoughts about what they learned from the video. Following, students will explore a web page from the Indiana Historical Society’s *Asian Experiences in Indiana* online exhibit and various posts on the Indiana History Society’s blog about early Asian American entrepreneurs. As students explore these web pages, they will document notes on a graphic organizer about each person’s experiences.

The formative performance task involves students participating in a classroom discussion. Discussion questions ask students to contextualize experiences, compare their answers to one another, and relate Asian Americans’ experiences to their prior notions and experiences. This lesson will provide students

with context to empathize with early Asian American experiences in Indiana and how they enacted agency, or sought to fulfill their potential.

For this inquiry, students will need prior knowledge of immigration in the United States and treatment of other ethnic groups.

Materials

Device to access the Internet, pencil/pen, headphones

Procedures

1. To introduce and hook students to inquiry, ask the students to write down their answers and think-pair-share the answers to the compelling question: “How can one defy stereotypes?”
2. Inform students that today we will be examining the experiences of early Asian immigrants in Indiana. They will learn about the Chinese Exclusion Act and how it impacted Asian populations. Following, they will learn about examples of Asians in Indiana who defied the stereotypes set against them.
3. Show students the video [The Chinese Exclusion Act | Asian Experiences](#). Before watching the clip, have students create a T-Chart and take notes on the factors and struggles of Chinese Americans mentioned in the video.
4. After the video, discuss the following questions as an entire class:
 - a. What surprised you from the video?
 - b. What were the consequences of the Chinese Exclusion Act?
 - c. How do you think it might have impacted other Asian American groups?
5. Distribute the **Comparing Early Asian Experiences in Indiana Graphic Organizer**. Students can complete this independently or with a partner.

6. Afterward lead the class in a discussion based on the following questions:

- a. In what ways are the stories of different Asian groups similar?
- b. In what ways are their stories different?
- c. How do these stories compare to what we learned earlier about the Chinese Exclusion Act?
- d. What was the political climate like in the United States during these time periods?
- e. How did the political climate impact these people and their families?
- f. How did each person enact resilience and agency, contributing to the fabric of Indiana?
- g. How do their stories challenge any stereotypes or misconceptions about Asian Americans? Which stereotypes do these stories challenge?
- h. How are their stories similar or different to your family's history coming to Indiana?

Different Asian Ethnic Groups in Indiana

Graphic Organizer

Directions: Please go to the following listed links. As you read, take notes about each person, responding to the questions in the columns below. Listen to the interviews and look through all photos on the web pages to assist you in your notes.

- *Sylvia Sang Ricketts* — <http://beheard.ihs.yourcultureconnect.com/e/asian-biography-pages/sylvia-sang-ricketts>
- *Getting to know Harry* — <https://indianahistory.org/blog/getting-to-know-harry/>
- *The Show-You Sauce of Columbia City* — <https://indianahistory.org/blog/the-show-you-sauce-of-columbia-city/>
- *Asian Businesses of Monument Circle: Ikko Matsumoto* — <https://indianahistory.org/blog/asian-businesses-of-monument-circle-ikko-matsumoto/>

Person's first and last name, country of origin	Where did they settle?	Date of arrival (estimate)	Reasons for coming	Struggles faced	Contributions to their community

Lesson 3: Enacting Democracy and Citizenship

Compelling Question

How have Asian Americans in Indiana enacted democracy?

Staging the Compelling Question

Have students discuss what democracy means to them. Students should reflect on ways one can enact democracy and citizenship.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of Asian Americans in Indiana. The lesson asks students to contextualize how Asian Americans have enacted their citizenship and democracy, despite not always feeling like they have belonged. By examining the compelling question, “How have Asian Americans in Indiana enacted democracy?” students can compare different forms of civic engagement in a democracy and find ways that one can enact agency.

This lesson prompts students to think about their prior notions of what democracy and citizenship mean. Students will discuss these prior notions in think-pair-share groups and in classroom discussion. Students will then analyze a quote about Asian Americans being stereotyped as a “forever foreigner” and how that can be damaging to one’s sense of identity and other’s opinions of them. Following this discussion, students will investigate primary and secondary sources showcased on the Indiana Historical Society’s *Asian Experiences in Indiana* online exhibit looking at Filipino Americans, Indian Americans, Burmese and other Southeast Asian Americans, and Japanese Americans. Sources include: photographs, interview clips, and external links to an activist artist’s website. Students will consider the reasons why these groups migrated to Indiana, the struggles they faced, their resistance or activism, and their civic participation.

The formative performance task requires students to engage in a final class discussion about how Asian

Americans in Indiana have enacted citizenship and democracy, how their thoughts about democracy have evolved, and how this influences their lived experiences. Students will need to use primary and secondary sources provided on the *Asian Experiences in Indiana* online exhibit as evidence to participate in the discussion.

Materials

Device to access the Internet, pencil/pen, headphones

Procedures

1. To introduce and hook students to inquiry, ask the students to write down their answers and think-pair-share to the following questions:
 - a. What does democracy mean to you?
 - b. What are ways that one can enact democracy and citizenship?
2. Introduce students to today’s compelling question: “How have Asian Americans in Indiana enacted democracy?” Inform students that today we will be examining the experiences of Asian Americans in Indiana and how they have used their agency to enact citizenship and democracy.
3. Show students the quote, “What does it mean to be American if a person born and raised in America or settled there through immigration is racially, culturally, or legally considered not to be an American?”—Stephen H. Sumida, in *Growing Up Asian American*. Have students discuss their thoughts about the quotation in a think-pair-share.
4. Inform students they will examine examples of Asian Americans’ experiences in Indiana and how they have enacted citizenship and democracy despite not feeling like they belonged. All these examples are in the Indiana Historical Society’s online exhibit, [Asian Experiences in Indiana](#). Students will examine Filipino Americans, Burmese and other Southeast Asian Americans, Indian Americans, and Japanese Americans.
5. Distribute the **Enacting Democracy and Citizenship: Asian Americans Handout**.

Students will need headphones to listen to oral history interviews. As students listen to the interview clips, they should record the reasons that immigrants came to Indiana, the struggles that they faced, and ways they have overcome those struggles and enacted citizenship and democracy.

6. After students have completed the handout, bring the class back together for a discussion.

Ask the class:

- a. In what ways did Asian Americans enact citizenship and democracy despite not feeling like they were considered fully American?
- b. What are the ways one can enact democracy and citizenship for issues they care about?
- c. How have your thoughts about democracy evolved since the beginning of class?

Enacting Democracy and Citizenship: Asian Americans

Directions: Navigate to the Asian Experiences in Indiana online exhibit (<http://beheard.ihs.yourcultureconnect.com/e/asian-experiences>) and find each of the groups identified in the table. As you click on each group, read about each group's experiences, examine the photographs, listen to the interview clips, and click any external links about the person. As you read and listen, take notes responding to the questions in the columns.

	Why did this group come to the United States?	What struggles did this group face in the United States?	How did members of this group enact their citizenship and participate in democracy, despite feeling like they did not belong?
Filipino Americans: Maria Manalang			
Burmese and other Southeast Asian Americans			
Indian Americans			
Japanese Americans: Isamu Noguchi			

Lesson 4: Researching Asian American Experiences

Compelling Question

What are the pros and cons of moving somewhere new?

Staging the Compelling Question

Ask students to discuss the pros and cons of moving somewhere new. Students should reflect on positive and negative effects on oneself personally, politically and economically.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of Asian Americans in Indiana. The lesson has students research the specific events that were happening in migrants' home countries. By examining the compelling question "What are the pros and cons of moving somewhere new?" students can compare positive and negative effects one might face when relocating to a new country. This lesson is designed to be conducted independently by students. It can be used to help them practice skills for future [National History Day in Indiana](#) projects.

Following this introductory discussion, students will investigate primary and secondary sources showcased in the Indiana Historical Society's online exhibit *Asian Experiences in Indiana*. Students will look at the experiences of the Chinese, Tibetan, Taiwanese, Iranian/Middle Eastern, Indian or others from Indian Subcontinent, Korean, Filipino, Burmese or people from other Southeast Asian nations, and Japanese in America. Sources include: photographs, interview clips and personal biographies. Students will consider the reasons why these groups migrated to Indiana, the struggles they faced, and their contributions to the state. Students will then choose one group and conduct independent research to further investigate the conditions of that migrant group's home country at the time that they left for Indiana.

The formative performance task requires students to create a newspaper clipping from the information they gathered in the class activities. In the newspaper article, students will summarize the factors that brought their group of choice to Indiana and summarize their contributions to the state and country. Students can embed photographs into their digital newspaper clip or use the template to create a physical newspaper. Following, students' newspaper clippings can be showcased on a bulletin board or electronically in the classroom. Students can then compare their work to the work of others in the class and answer a set of discussion questions about each immigrant group's experiences.

Materials

Device to access the Internet, pencil/pen, headphones

Procedures

1. To introduce and hook students to inquiry, ask them to write down their answers and think-pair-share the compelling question: "What are the pros and cons of moving somewhere new?"
2. Inform students they will examine the experiences of various groups of Asian Americans in Indiana. They will investigate factors that brought them to Indiana and how the groups have contributed to the fabric of Indiana.
3. Guide students to the [Asian Experiences in Indiana](#) exhibit. Allow them to pick the migrant group they would like to research. Students can choose from among: Chinese, Tibetans, Taiwanese, Iranians or other Middle Easterners, Indians or others from the Indian Subcontinent, Korean, Filipinos, Burmese or people from other Southeast Asian nations, and Japanese.
4. Distribute the **Researching Asian American Experiences Handout**. Students will need their headphones to listen to oral history interviews for the group they have chosen to investigate. Encourage students to listen to

all oral history interviews, examine all photographs, and read the biographies about key individuals and group experiences. Students will need to take notes on the dates of arrival, areas of settlement, reasons for coming, struggles faced, and contributions to Indiana. Additional handout pages, notebook paper, or digital notes can be used if students need additional room for notes.

5. After completing this portion, students will need to conduct independent research on the country they chose and what events were happening there that encouraged people to migrate. While conducting this research, students will need to take further notes on the factors leading to migration, including the societal, political, and economic reasons. Students should record where they found their evidence.
6. Following, students should produce a newspaper clipping using the **Newspaper Template**. In this newspaper clipping, they will summarize their findings from their research. Students can use this template to create a physical newspaper, create their own template using the same formatting elements, or use a digital template from

Google Docs or Microsoft Word.

7. Following this activity, completed newspapers can be posted on a bulletin board or electronically in the classroom for students to examine each other's work. To conclude, students can discuss these questions as a class:
 - a. How are the stories different from one another?
 - b. How are the stories similar to one another?
 - c. What important national or international events are linked to the experiences of migrants?
 - d. In what ways do the researched stories challenge stereotypes or prior notions about migrant groups' arrivals in our state?

Name: _____ Period: _____ Date: _____

Researching Asian American Experiences Handout

Directions: Navigate to the Asian Experiences in Indiana online exhibit (<http://beheard.ihs.yourcultureconnect.com/e/asian-experiences>) and find each of the groups identified in the table. As you click on each group, read about each group's experiences, examine the photographs, listen to the interview clips, and click any external links about the person. As you read and listen, take notes responding to the questions in the columns.

Asian Experiences in Indiana — <http://beheard.ihs.yourcultureconnect.com/e/asian-experiences>

Group chosen: _____

Area of Settlement in Indiana: _____

Date(s) of arrival: _____

Reasons for coming:

Struggles the group faced:

Individual or Group contributions to Indiana:

Independent Research

Note: When conducting independent research, it may help to use the specific term for an event that was listed in the online exhibit (such as Migrants AND Vietnam War). It can also help to look up the country and list the year in which you are researching (such as Migrants AND Philippines AND 1950s). Type in synonyms for terms to possibly gain further results.

Sources:

Further information about events in the group's home country that created political or economic instability:

Newspaper Template

**WE DO
HISTORY.**
INDIANA HISTORICAL SOCIETY

THE DAILY NEWS

**25 %
ENTRY**

DATE: _____ education@indianahistory.org NEWS FOR TODAY! indianahistory.org PRICE: 0.25 \$

TITLE OF ARTICLE

Author: _____

This is where you will type about the group you choose to research. You should have an introductory paragraph describing what you are writing about. Your second paragraph should be about why the group you chose decided to come to Indiana. Describe the events that were happening in their country. You can use images that you found in your research in the newspaper article.

This is where you can type more about the group's experiences.



This is where you will type a caption about the image you chose. You can describe what is happening in the image and where you located it.

Who is _____?



This is where you will type a caption about the image you chose. You can describe what is happening in the image and where you located it.

This is where you will write about a person who migrated to Indiana from that group. You should go into specifics about when they arrived in Indiana, where they settled in Indiana, and their contributions to the state.

This column is here so you can fit in more text about that individual's experiences.



@IndianaHistory



@IndianaHistory



@IndianaHistory



DATE: _____ education@indianahistory.org NEWS FOR TODAY! indianahistory.org PRICE: 0.25 \$

Author: _____

Who is _____?



@IndianaHistory



@IndianaHistory



@IndianaHistory



Lesson 5: Loyalty and Japanese American Internment Camps

Compelling Question

What does it mean to be loyal?

Staging the Compelling Question

Ask students: What does it mean to be loyal? Have students reflect on how they show loyalty to family and friends, and the repercussions for when one is seen as disloyal.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of Japanese Americans who were imprisoned in internment camps during World War II. The lesson uses interviews from Japanese Americans who presently live in Indiana and reflects on their experiences being imprisoned and losing all their rights as American citizens due to xenophobia during the war. At the same time, the lesson asks students to critically consider the dangers of blind loyalty and patriotism, such as many Americans, Japanese, British and Germans had to their country during World War II, and how this can be harmful to underrepresented groups by promoting hatred and intolerance. By examining the compelling question “What does it mean to be loyal?” students can compare their lived experiences with allegiances to friends and family today to the sentiments of many Americans during World War II against Japanese Americans.

This lesson begins with a class discussion about the compelling question and moves to students analyzing anti-Japanese propaganda during World War II to explore how it uses xenophobic narratives. Students will then examine photographs of Japanese internment camps and record their observations and reflections. Afterward students will watch a short video about Japanese internment camps, followed by listening to primary source interviews from the Indiana Historical Society’s *Asian Experiences in Indiana* online exhibit. Students will then compare the photos, video, and

exhibit to xenophobic narratives present in the United States today.

The formative performance task requires students to use historical thinking skills. Students will need to use primary and secondary sources provided in the *Asian Experiences in Indiana* online exhibit and independent research of other ethnic groups as evidence to answer the compelling question. They are encouraged to connect the question to their personal lived experiences.

For this inquiry, students will need prior knowledge of World War II with Pearl Harbor and Imperial Japan.

Materials

Device to access the Internet, pencil/pen

Procedures

1. Distribute the **Loyalty and Japanese American Internment Camps Handout**. Let students know that they will get to each section as a group.
2. To introduce and hook students to inquiry, ask the students to write down their answers in the handout and think-pair-share the following questions:
 - a. What does it mean to be loyal?
 - b. How have you demonstrated loyalty to your friends and family?
 - c. Has anyone ever been suspicious of your loyalty? How have you overcome this?
 - d. Have you ever been required to prove your loyalty to something or to someone?
 - e. What does it mean to be loyal to a country?
3. Introduce students to today’s compelling question: “What does it mean to be loyal?” Inform students that today we will be examining the experiences of Japanese Americans during World War II.

4. Pass out the **Japanese Internment Camp Images** to students or have them examine images on their electronic devices. Individually, have students respond to the prompts in their handout, “I see. . . , I think. . . , I wonder. . . .” After students have examined the images and responded to the prompts, have them share their observations and thoughts with the class.
5. Next, group students into six groups. Give each group a different image from the **Anti-Japanese Propaganda Image Set**. You may need to assign the same image to two groups.
6. Next, introduce students to the term “xenophobia.” Inform them that xenophobia is the fear and/or hatred of anything foreign, including people. In groups, ask students to think about how the propaganda images used xenophobic narratives; they should record their thoughts on their handout. Then, have students share their thoughts with the class. Ask them what might be the purpose of creating advertisements in such a way?
7. Show students the short Ted-Ed video, [Ugly History: Japanese American Incarceration Camps—Densho](#). As they watch the video, have them take notes about the causes of the Japanese internment camps, the experiences of those who stayed in the prisons, and how Japanese Americans overcame these experiences. After the video, have them share what they learned with the class.
8. Guide students to the interview clips of [David Suzuki](#) and [Anne Moore](#) on the [Asian Experiences in Indiana](#) online exhibit. Have them listen to the interview clips independently on their electronic devices using their headphones. As students listen to the clips, have them respond to the guiding questions on the handout.
9. After students have listened to the interview clips and completed the guiding questions, have them look through the rest of the [Be Heard](#) online exhibits (Asian Experiences in Indiana, Latino Experiences in Indiana, and Ground-breaking Black Hoosiers). Have students look for other examples of xenophobic narratives. Then, ask them to record the other examples of xenophobia and causes for the xenophobia.
10. Finally, have students respond again to the compelling question, “What does it mean to be loyal?” Ask students to specifically write about how blind loyalty can be dangerous. Students’ responses need to include primary and secondary sources from the Asian Experiences in Indiana online exhibit (e.g., interviews and photographs) and other exhibit sources to support their claims. Students are encouraged to compare these experiences to their own loyalties and allegiances.



“Pomona (Calif.) assembly center—waving good-bye to those who are leaving ahead of them, a group of evacuees line the outer fence of the center, 1942,” Library of Congress, <https://www.loc.gov/item/2001705907/>



The first day at an assembly center in Stockton, California, 1942.
A new unit of barracks is being opened for the eight busloads of arrivals.
Photo by Dorothea Lange, National Archives,
<https://catalog.archives.gov/id/537734>



Street scene at Manzanar Relocation Center, Manzanar, California, 1943.

Photo by Ansel Adams, Library of Congress,

<https://www.loc.gov/pictures/item/2002695966/>



“This is the Enemy” poster, origin unknown, used in Hannah Miles,
“WWII Propaganda: The Influence of Racism,” *Artifacts Journal*, March 2012, University of Missouri,
<https://artifactsjournal.missouri.edu/2012/03/wwii-propaganda-the-influence-of-racism/>



Poster from ASIFA—Hollywood Animation Archive at the Academy of Motion Picture Arts and Sciences, Los Angeles, California, used in Hannah Miles, "WWII Propaganda: The Influence of Racism," *Artifacts Journal*, March 2012, University of Missouri, <https://artifactsjournal.missouri.edu/2012/03/wwii-propaganda-the-influence-of-racism/>

Loyalty and Japanese American Internment Camps Handout

Directions: Navigate to the Asian Experiences in Indiana online exhibit (<http://beheard.ihs.yourcultureconnect.com/e/asian-experiences>) and find each of the groups identified in the table. As you click on each group, read about each group's experiences, examine the photographs, listen to the interview clips, and click any external links about the person. As you read and listen, take notes responding to the questions in the columns.

Researching Asian American Experiences

Think-Pair-Share

1. What does it mean to be loyal?
2. How have you demonstrated loyalty to your friends and family?
3. Has anyone ever been suspicious of your loyalty? How have you overcome this?
4. Have you ever been required to prove your loyalty to something or to someone?
5. What does it mean to be loyal to a country?

Japanese Internment Camp Images

Directions: While looking at the images, take notes of what you see. What are you thinking about as you view these images, and what you are wondering about or questioning as you look at them?

I see. . . .

I think. . . .

I wonder. . . .

Xenophobia and Anti-Japanese Propaganda

Xenophobia: the fear and/or hatred of anything foreign, including people.

Directions: How does the image your group analyzed promote xenophobic narratives?

Ugly History: Japanese American Internment Camps video

Directions: Answer these questions as you watch the video:

1. What were the experiences of those who were imprisoned in the internment camps?
2. How did Japanese Americans overcome this trauma?

Asian Experiences in Indiana — <http://beheard.ihs.yourcultureconnect.com/e/asian-experiences>

David Suzuki — <http://beheard.ihs.yourcultureconnect.com/e/asian-biography-pages/david-suzuki>

Birth in a “Prison”

1. Why doesn't David Suzuki use or accept the word “internment” or “camp” to describe the detainment of Japanese Americans during World War II?
2. How was the label of “disloyal” applied to Japanese Americans?

Asian American Identity

1. What advice does David give to Asian American youth of today?

Anne Moore — <http://beheard.ihs.yourcultureconnect.com/e/asian-biography-pages/anne-moore>

Before Arriving at Poston War Relocation

1. How did Japanese Americans feel after Pearl Harbor? How did it affect their identity?
2. What was the classification used to indicate those who needed to report to an internment camp?

Fancy Toothbrushes at the War Relocation Camp

1. Where did prisoners brush their teeth at the camp?
2. How did Anne's mom try to make her feel better despite their imprisonment?

Travel to New War Relocation Center

1. How long was Anne and her family at the first relocation center before they had to move to another camp?

Other *Be Heard* Exhibits — <https://beheard.ihs.yourcultureconnect.com/e/home>

Prompt: What other examples of xenophobia can you find in the history of Latinos and African Americans in Indiana? How did those groups overcome it?

Final Activity

Prompt: What does it mean to be loyal? Consider the dangers of blind loyalty in your answer. Include citations of primary and secondary sources you may find in the Asian Experiences in Indiana exhibit and other online exhibit sources to support your response. You are encouraged to compare these experiences to your own loyalties.

Lesson 6: Finding Identity: Asian Americans in Indiana

Compelling Question

What shapes one's identity?

Staging the Compelling Question

Ask students: What makes up your identity? What things define who you are? What can influence how others see you?

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of children who are adopted from other countries. This lesson uses an interview from a Korean American named Jill Kramer, who presently lives in Indiana and reflects on her experiences of being adopted from Korea and acclimating to American culture. The lesson asks students to critically consider notions of identity, how we categorize people, and how this can be problematic. By examining the compelling question, "What shapes one's identity?" students can consider their lived experiences and how not knowing all of one's family history can be a problem in developing one's identity.

This lesson begins with a class discussion about the compelling question and moves to students looking at images of South Korea in the 1970s. Students will investigate the political turmoil in South Korea during that time and record their observations and reflections. Students will also examine the website of the Holt International adoption agency and list factors that influence mothers to give up their children for adoption. Students will then listen to primary source interviews from the Indiana Historical Society's *Be Heard: Asian Experiences in Indiana* online exhibit and read the biography of Jill Kramer.

The students' final task will be to research examples of children adopted from other countries and then to compare and contrast the experiences of those children.

For this inquiry, it would be helpful if students had prior knowledge about the Korean War.

Materials

Device to access the Internet, pencil/pen

Procedures

1. To introduce and hook students to inquiry, ask the students to write down their answers and think-pair-share the following questions:
 - a. What makes up your identity?
 - b. What defines who you are?
 - c. What influences how others see you or how you see others?
2. Introduce students to today's compelling question: "What shapes one's identity?" Inform them that they will examine the experiences of a Korean American woman who was adopted and brought to the United States in the 1970s.
3. In think-pair-share groups, ask students to think about the following questions:
 - a. What are common reasons that immigrants move from one country to another?
 - b. What might be possible reasons for parents to give up their child?
4. Next, pass out the **Finding Identity Handout**. Guide students to the website about the [History of South Korea](#). Have students pay attention to the history between 1948–1980. On their handout, have students list events that created an unsafe and unstable environment for those who lived in South Korea during this time period.
5. Have students examine the website for [Holt International Korea](#). As students navigate the web page, have them take note of factors that influence adoption.
6. Guide students to [Be Heard: Asian Experiences in Indiana](#) to learn about the story of [Jill Kramer](#). As students listen to her interview clips and

read her biography, have them take notes on the struggles she faced with her identity and the ways she has tried to reconnect with her Korean heritage. Students can listen to the interview clips independently on their electronic devices using their headphones.

7. After the activity, have students share what they learned with the class.

8. Encourage students to look up examples of children adopted from other countries. Have them consider the factors and struggles of those experiences in comparison to the story of Jill Kramer.

Name: _____ Period: _____ Date: _____

Finding Identity Handout

History of South Korea — <https://www.britannica.com/place/South-Korea/Relations-with-the-North>

Directions: Please read the web page. As you read, take notes about factors that created an unsafe and unstable environment for those who lived in South Korea, particularly between 1948–1980.

Holt International Korea — <https://www.holtinternational.org/korea/>

Directions: As you navigate this web page, list factors that have influenced Korean mothers to give up their children for adoption.

Directions: As you navigate *Be Heard: Asian Experiences in Indiana*, listen to the interviews, examine all photographs, and read the biography associated with Jill Kramer. Take notes about factors that influenced Jill's identity, struggles she faced, and how she has reconnected with her Korean heritage.

Lesson 7: The Experience of Tibetan Refugees

Compelling Question

What factors might make you leave your home country?

Staging the Compelling Question

Have students analyze a map of East Asia and ask them to think of the diversity of China and how that can lead to personal and social dilemmas. Students should relate prior knowledge of diversity in the United States to the conversation.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of Tibetan refugees who have immigrated to the United States and specifically to Indiana. The lesson asks students to examine why Tibetan refugees fled China and to consider the refugees' experiences moving away from their home. By examining the compelling question, "What factors might make you leave your home country?" students can critically think about how Tibetan refugees' human rights have been violated by communist China's government.

This lesson has students interact with the "Tibet" and "Arjia Rinpoche" pages on the *Asian Experiences* online exhibit. Students will read biographies and listen to primary source interview clips to answer questions about the origins and stories of Tibetan migrants to the state. Next, students will watch videos about Tibetan refugees to learn about the underlying factors causing them to leave China.

The formative performance task for students is to create a diary entry imagining the experiences of a Tibetan refugee. The aim is to help students develop empathy with the refugees' experiences. Students will use previous class activities as a scaffold to help develop their narrative. Students will share their entries with the class.

For this inquiry, it would be helpful if students have prior knowledge of Buddhism and communist China.

Materials

Device to access the Internet, pencil/pen

Procedures

1. To introduce and hook students to inquiry, have students examine the **Map of East Asia** together, and ask the following questions:
 - a. What countries neighbor China?
 - b. Using the scale on the map, estimate how many miles across China is, navigating from east to west.
 - c. What physical features divide China from its neighbors?
 - d. After analyzing China's geographic features, consider how people from the different parts of the country might be different from one another.
 - e. How might China's neighbors have influenced it historically, and how might they continue to do so in the present?
 - f. Where do you think most of the population would live and why?
2. After students have examined the map and brainstormed the above questions as a class, share that China has more than fifty-six ethnic groups, with the Han ethnic group being the largest on the East Coast. Share with students that there are more than three hundred languages spoken in China.
3. Next, ask the class the following prior knowledge questions. Make a list of students' responses for all to see. Prior knowledge questions include:
 - a. What are things you already know about China?
 - b. What do you know about Tibet?
 - c. What do you remember about Buddhism?

4. Introduce students to today's compelling question: "What factors might make you leave your home country?" Inform them that they will be examining the experiences of Tibetan refugees who have immigrated to Indiana.
5. Direct students to the Indiana Historical Society's [Be Heard: Asian Experiences in Indiana](#) online exhibit. Students should navigate to the pages on [Tibet](#) and [Arjia Rinpoche](#). As students navigate the exhibit pages, have them look at the photographs, read the biographies, and listen to the oral history interviews. Students should complete the "Tibet" and "Arjia Rinpoche" sections of their **Learning about Tibetan Refugees Handout**.
6. Next, have the class watch two videos: [Tibet's Culture in Peril after 70 Years of Chinese Rule | DW News](#) and [Coming to America—the Immigrant Experience: One Man's Journey from Tibet to the United States](#). As students watch the videos, they should fill out the T-chart on the **Learning about Tibetan Refugees Handout**, listing the factors and struggles faced by refugees. Following, ask students to share what from the videos surprised them and what they still wonder about.
7. Distribute the **Tibetan Diary Entry Assignment**. Have students use their responses on their **Learning about Tibetan Refugees Handout**, along with class discussion, as a scaffold to develop a fictional diary entry where they imagine themselves as a Tibetan refugee. Students should imagine their life before moving, their beliefs, what made them move, and the struggles they faced while migrating. Students can type entries using Microsoft Word, Google Docs, or other word processing software. Allow students to share their diary entries with the class after the activity.

Learning about Tibetan Refugees Handout

Directions: Navigate to the links in each section. Read all information on the sites carefully. Then answer the questions in each section related to the links.

Tibet — <https://beheard.ihs.yourcultureconnect.com/e/asian-experiences/tibet-copy>

1. How much has the Tibetan population increased in the United States since the 1950s?
2. How has the Tibetan community contributed to Indiana?

Arjia Rinpoche — <https://beheard.ihs.yourcultureconnect.com/e/asian-biography-pages/arjia-rinpoche>

1. What is Arjia's role in Tibetan Buddhism?
2. What events were happening in China when Arjia lived there? How did these affect him?
3. Reincarnation interview clip—What did you learn about Tibetan Buddhism and culture from this clip?
4. Fleeing Kumbum clip—How was the Chinese government restricting Tibetans' rights?
5. Despite his high position, how were Arjia's beliefs and faith challenged by the government?
6. Bloomington clip — How did U.S. policy change toward Tibet throughout the mid-to-late 1900s and how did this affect Arjia's colleague, Thubten Jigme Norbu?

Videos:

Tibet’s Culture in Peril after 70 Years of Chinese Rule | DW News —
<https://www.youtube.com/watch?v=nHUkx71jPcI>

Coming to America—the Immigrant Experience: One Man’s Journey from Tibet to the United States —
<https://www.youtube.com/watch?v=nUhZizaUbi0>

Factors	Struggles Faced

Tibetan Diary Entry Assignment

Directions: Using what you have learned in class, write a journal entry that assumes you are a Tibetan refugee forced to leave your country. Your work should follow these guidelines:

1. Include two push factors that motivated you to leave Tibet, as well as two pull factors that inspired you to make the journey to another country.
2. You are welcome to include pictures and maps.

Items to include in your journal:

Paragraph One:

- Your name, basic family information, and what life is like in your home country.
 - o Note: To locate a Tibetan name, you should use a search engine to search “Tibetan Names List—Ebaby Names”
- Look at a map of Tibet to choose a hometown.

Paragraph Two:

- Describe at least two **Push Factors** that have forced you to leave your country.

Paragraph Three:

- Describe at least two **Pull Factors** that are attracting you and your family to move to a particular place.

Paragraph Four:

- Describe the many **difficulties** you face while traveling.

Paragraph Five:

- Describe more details about your journey.

Paragraph Six:

- What are your hopes for your new life? What might you expect to experience in your new home?

Some sample thoughts to get you started:

My name is Dorji. My family and I have travelled more than three hundred miles to get from our home in Tibet through the Himalayan Mountains to Nepal. Now, we are to seek refugee status from the U.S. government to restart our lives.

Lesson 8: Foreign Policy in the Middle East

Compelling Question

How does changing foreign policy impact immigration to Indiana?

Staging the Compelling Question

Ask students to share reasons why their family immigrated to the United States, or to Indiana specifically.

Lesson Overview

This inquiry is designed for one to two class periods and leads students to investigate the experiences of immigrant populations from the Middle East in the United States and Indiana. The lesson asks students to examine the local, regional or global conflicts/causes that encouraged immigrant populations to move to Indiana and the impact U.S. foreign policy has on those communities. By examining the compelling question, “How does changing foreign policy impact immigration to Indiana?” students can compare the effects that changes in U.S. foreign policy have in various Middle Eastern countries.

In this lesson, students will interact with the “Iran and the Middle East” and “Nasser Paydar” pages on the Indiana Historical Society’s *Be Heard: Asian Experiences in Indiana* online exhibit. Students will read biographies and listen to primary source interview clips to answer questions about the origins and stories of Middle Eastern immigrants to the state. Next, students will watch a video about the Iran Hostage Crisis of 1979 to learn about underlying factors that can cause foreign policy to change. Students will work in groups to conduct research about a Middle Eastern country of their choice, investigate the changes in U.S. foreign policy for that country, and how it has affected immigrant populations to the United States and/or to Indiana.

The formative evaluation task is students participating in a classroom discussion. Discussion questions ask students to compare the content in one another’s presentations and consider what they learned earlier

in class from the *Be Heard: Asian Experiences in Indiana* online exhibit.

For this inquiry, it would be helpful if students have prior knowledge of citing sources and conducting independent historical research.

Materials

Device to access the Internet, pencil/pen

Procedures

1. To introduce and hook students to inquiry, have students share their responses to the following question with the class:
 - a. Why did your family immigrate to the United States, or decide to move to Indiana specifically?
2. Have students find themes among their responses. Inform students that they will be focusing on the theme of foreign policy and how that affects various groups’ relationship to the United States with the compelling question: “How does changing foreign policy impact immigration to Indiana?”
3. Guide students to the [Be Heard: Asian Experiences in Indiana](#) online exhibit. Students should navigate to the [Iran and the Middle East](#) and [Nasser Paydar](#) pages. Have students individually respond to the questions on their **Foreign Policy and Indiana Handout**.
4. After students have completed the handout, have them share their responses with the class. Focus discussion on responses to questions 3, 5, 6 and 7.
5. Next, show students the video from PBS *LearningMedia*: [“Iran Hostage Crisis of 1979.”](#) Students should take notes on their handout, responding to questions 8–11. Afterward, have them share their responses with the class.
6. Divide students into small groups of 2–3 people. Distribute the **Independent Research: Foreign Policy and Middle East Handout**. Students will need to pick one of the countries

listed on the handout to research; try to cover each country. Countries include: Iraq, Israel, Jordan, Kuwait, Lebanon, Saudi Arabia, Turkey and Syria. Students will need to work together to find answers to the questions on their handout. Remind students to record their sources as they find information; there is a section on their handout to list the sources they used.

7. After students have found answers to the questions, each small group should prepare and present a 5-minute presentation about U.S. foreign policy for the country they chose or were assigned, and its effect on immigrant populations in the United States. You can have students choose their platform (PowerPoint, Google Slides, Canva, etc.) for their presentation or assign it to them. Remind students to cite all of their sources in alphabetical order on a reference slide.
8. With the remaining class time, or extending into the following day, have each group present their findings. As students listen to presentations, have them take notes on how the findings of each group compare (are similar or different) to experiences of Nasser Paydar and Iran in general.
9. Conclude class with having students share their thoughts in a class discussion.

Foreign Policy and Indiana

Iran and the Middle East —

<https://beheard.ihs.yourcultureconnect.com/e/asian-experiences/iran-and-middle-east-copy>

Directions: Read through the web page, examine the images, and read the associated captions to answer the following questions:

1. Why did Middle Eastern immigrants come to Indiana?
2. Why did many of these immigrants leave their countries?
3. What was the difference between earlier and later immigrants from the Middle East?
4. What countries did they immigrate from?
5. What surprised you as you read about Middle Eastern immigrants in Indiana?

Nassar Paydar — <https://beheard.ihs.yourcultureconnect.com/e/asian-biography-pages/nasser-paydar>

Directions: Read Nassar Paydar's biography, look through the images and captions, and listen to the first two interview clips to answer the following questions:

1. What was the United States's relationship with Iran like during Nassar's childhood?
2. How does Nassar describe growing up in his home?

Iranian Hostage Crisis of 1979 —

<https://indiana.pbslearningmedia.org/resource/pres10.socst.ush.now.iranhost/iranian-hostage-crisis-of-1979/>

Directions: Watch the video to respond to the following question:

1. Why did the United States's relationship with Iran change?
2. After the Iranian Hostage Crisis of 1979, how did the relationship between the United States and Iran change as compared to the relationship between the countries during Nassar Paydar's video?
3. What surprised you about this video?
4. What things about the Iranian Hostage Crisis do you still wonder about?

Independent Research: Foreign Policy and the Middle East

Directions: In small groups, pick one of the following countries to research. Circle the country that you chose. Conduct independent research to answer the questions. Record all of your sources in the space available at the end.

Iraq Israel Jordan Kuwait Lebanon Saudi Arabia Turkey Syria

1. Where is this country located? What are its neighbors?
2. How long has it been independent?
3. What type of government does it have?
4. What is the current U.S. policy toward this country? What influenced this policy?
5. Has the United States ever had a military presence in the country?
6. Does the country sell weapons?
7. What would happen if the country's government changed or fell?
8. Has U.S. policy toward this country ever changed or has it always remained the same? If it has changed, why did it change? What was happening in the U.S. or the world that may have led to the change?
9. Do you think that U.S. policy will stay the same or change with this country? Why?
10. Research immigrant communities from this country in the United States and/or specifically in Indiana. Describe their immigration experiences.

Sources:

After you answer these questions, prepare a short presentation for the class that meets the following criteria:

- 5-minute-maximum presentation
- Describe U.S. foreign policy with this country and its effect on immigrant populations.
- You may use PowerPoint, Google Slides, Canva, or other presentation platforms.
- You must include a reference slide at the end, citing all sources you consulted in MLA or Chicago style. All sources should be cited in alphabetical order.

Additional Information and References

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