

## LESSON PLANS FOR NYC DOE'S HIDDEN VOICES CURRICULUM: CROSS-CULTURAL SOLIDARITY

*Each lesson can be taught on its own or as part of the unit.*

[Fighting for Belonging](#)  
[Fighting for Labor Rights](#)  
[Fighting for Lands Rights](#)  
[Fighting for Peace](#)  
[Fighting for Education](#)  
[Fighting for Racial Justice](#)

### **1.3.2.1 - Fighting for Belonging**

#### **The Asian American Education Project**

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<b>Grade Levels</b>	7-10
<b>Lesson Overview</b>	In order to fight for belonging and identity, the Asian American community has learned from the Black liberation movement and leaned on Black activists for support. In this four-day lesson, students examine historical examples of Asian American and Black liberation movements supporting each other in the fight against exclusion. On Day 1, students will learn about the Model Minority stereotype and Perpetual Foreigner stereotype and how they have prevented Asian Americans and Pacific Islanders (AAPI) from feeling a full sense of belonging in the United States. On Day 2, students will unpack the concept of solidarity using an extended definition tool. On Day 3, students will utilize an analytical reading tool to read a text on Black liberation and immigrant rights. On Day 4, students will analyze a primary source – Frederick Douglass’ “Composite Nation” speech.
<b>Focus Question</b>	In what ways and for what reasons did the Asian American Pacific Islander community and the Black liberation movement support each other in the fight against exclusion?
<b>Lesson Objectives</b>	Students will analyze a primary source (i.e., Frederick Douglass’ “Composite Nation” speech) in order to ascertain and examine the role the Black liberation movement played in supporting the Asian American Pacific Islander community’s fight for immigrant rights.

# ***Black Liberation and Immigrant Rights Essay***

## **Background:**

Asians have been immigrating to the United States for centuries, even before the country itself was founded. Yet, Asian Americans are still seen as “perpetual foreigners” and thus, have had to fight to belong despite being born here and/or having been here for generations. In order to fight for belonging and identity, the Asian American community has learned from the Black liberation movement and leaned on Black activists for support.

## **Essay:**

The United States is a country that was built through the use of enslaved people on land unjustly taken from Native Americans; as such, a clear racial **hierarchy** permeates U.S. society. In this hierarchy, white people are at the top and Black people are at the bottom, with other communities of color falling in between. This racial hierarchy has impacted how Asian Americans and Pacific Islanders in the United States are perceived and treated. At times, AAPIs have been positioned near the top and at other times, they have been positioned at the bottom. Their positioning has depended on public sentiments and historical and societal events - all of which have been determined by the dominant white society.

For example, after the **abolition** of slavery, the immigration of Asian workers in the late 1800s was welcomed as Asian immigrants became an important source of labor. However, their success as a workforce threatened white labor, making Asian Americans a target of racism and hate. **Nativist** and **xenophobic** attitudes and attacks targeted Chinese Americans in the form of political cartoons, the **rhetoric** of elected officials, and massacres in towns with large Chinese populations.

In the midst of this heightened xenophobia and anti-Chinese fervor, Frederick Douglass (c. 1818-1895), a prominent formerly-enslaved abolitionist and **orator**, advocated in support of the Chinese. Douglass had a huge following and was known for his public speaking. In his famed “**Composite Nation**” speech, first delivered in Boston in 1869, Douglass used his platform to condemn anti-Asian discrimination. He argued for the right to free migration and explicitly argued against restrictions on Chinese and Japanese immigration. He further stated that he supported the **naturalization**, the voting rights, and election to public office of Chinese immigrants. He defended the identity of the United States as a nation of immigrants.

It is important to note that Douglass stood alone in publicly voicing his views. In championing a multi-racial America, historians have commented that he was ahead of his time. His statements directly challenged the **stereotypes** that were commonly applied to Chinese people at the time who were accused of being **unassimilable**, uncivilized, and untrustworthy. Douglass’s defense of Chinese and Japanese Americans was hugely significant as it represented the support of the Black community, who also faced exclusion from equal opportunity.

Despite his support, anti-Asian sentiments prevailed. Chinese people became so unwelcomed that laws excluding them from entry into the nation were passed. The first federal law restricting immigration into the United States, the Page Act of 1875, prohibited the importation of laborers from “China, Japan or any Oriental country” who were unfree or brought for “**immoral purposes.**” The law was enforced primarily against Chinese women, acting on racist stereotypes that depicted nearly all Chinese women as sex workers. This opened the door for additional restrictions on immigration, and just seven years later, the Chinese Exclusion Act of 1882 was passed. This Act banned the entry of Chinese laborers into the United States. For decades, restrictions to immigration would expand and grow to severely limit immigrants from Africa, Asia, Latin America, and the Middle East. This would all change with the passage of the Immigration and Nationality Act of 1965.

The Immigration and Nationality Act of 1965 replaced the existing **quota**-based system of immigration which favored those coming from western European nations. Instead, the Act prioritized immigrants with family members already in the United States, immigrants with special professional skills, and **refugees**. The Act also forbade discrimination on the basis of race, sex, nationality, place of birth, or place of residence.

This immigration reform came as a direct result of the Civil Rights Movement of the 1950s and 1960s. The Civil Rights Movement was launched and led by Black Americans who were seeking to abolish legalized racial discrimination, **disenfranchisement**, and **segregation**. The Civil Rights Movement had a major victory with the Civil Rights Act of 1964, which outlawed discrimination based on race, color, religion, sex, and national origin. This led other racist and discriminatory laws to be reviewed. As a result, the quota-based immigration system used at the time was reviewed and targeted for reform because it had been used to encourage white immigration while severely limiting the immigration of people of color. In fact, policymakers linked the passage of the legislation directly to the civil rights narrative. In 1964, Attorney General Robert F. Kennedy stated, referring to the impact of the Civil Rights Movement, “Everywhere else in our national life, we have eliminated discrimination based on one’s place of birth. Yet this system is still the foundation of our immigration law.” Asian American legislators had attempted to reform the immigration system prior to this but their numbers in the legislature and constituencies were too small to effectively enact any change.

With the passage of the Immigration and Nationality Act of 1965, there was a significant increase of immigration from Africa, Asia, Latin America, and the Middle East. Ten years after the signing of the Act, the population of Asian immigrants in the United States doubled. By the 21st century, 80 percent of immigrants to the United States came from Asia or Latin America, transforming American society. As such, the Immigration and Nationality Act of 1965 significantly changed the composition of the United States. It helped realize Douglass’ idea of a “composite nation.”

This shift in national policy, from the purposeful exclusion of non-white immigrants, to adding national origin as a **protected class**, came as a direct result of Black liberatory organizing and movements. The Civil Rights Movement had successfully outlawed discrimination based on one’s race, color, sex, religion, and national origin. Racist laws in the areas of housing, voting, education and more were quickly targeted for reform based on the Civil Rights Act of 1964. Accordingly, immigration laws that excluded migrants based on race and national origin were targeted as well. Without this outlawing of discrimination, the discriminatory, quota-based immigration system could not have been so swiftly challenged and replaced.

Furthermore, as Black movements – such as the Civil Rights Movement (1954-1968) and the Black Power movement (1960s and 1970s) – articulated, challenged, and disrupted racial **subjugation** in the United States, Asian Americans became inspired. Asian American community leaders and organizations emerged, dedicated to not only addressing the issues impacting Asian Americans but also working with other Black, Brown, and **Indigenous** people to target **white supremacy** as the root cause of the subjugation of all non-white people in the United States.

For example, for decades, **undocumented** immigration has been a major issue in the United States. There are an estimated eleven million undocumented immigrants in the United States as of 2019. An estimated nine percent of the undocumented immigrant population is Black, but Black immigrants are often invisibilized in the issue of immigration. This is due to the popular understanding and depiction of undocumented immigration as primarily coming from Latin American, especially Mexico, and more recently, Asia. Yet, Black undocumented immigrants face unique challenges in the United States, as they face both the xenophobia that targets all immigrants, in addition to the racial prejudice that specifically impacts Black people. Black people are more likely to be stopped by police, thus putting Black immigrants at a higher risk of **detention** and **deportation**. Additionally, when Black immigrants are detained, their

**bond** tends to be set at higher amounts than non-Black immigrants, making it harder for them to purchase their freedom and better fight their case.

While Black immigrants and organizations have successfully fought for greater representation in immigration discussions and policy solutions, Latinx and Asian immigrants and organizations have also used their position as more visible immigrant groups to be inclusive of Black immigrants and their needs.

For example, **Temporary Protected Status** was set to be terminated for immigrants from El Salvador, Haiti, Honduras, Nepal, Nicaragua, and Sudan. In response, Black, Latinx, and Asian immigrant groups across the United States organized to try to **revert** the decision. They directly appealed to elected officials and filed lawsuits.

By treating immigration as a racial justice issue, multiracial coalitions of immigration-focused organizations – such as the Coalition of African, Arab, Asian, European and Latino Immigrants of Illinois (CAAELII), Protecting Immigrant Families, and more – have emerged to advocate for the needs of all immigrant groups, to help ensure that Black immigrants don't continue to be left out of the fight. With white supremacy as the root cause of racial and migratory injustice, migrant justice and Black liberation go hand-in-hand. This solidarity has been happening since the era of Chinese exclusion, to the Civil Rights Movement, and to the present.

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## **Vocabulary:**<sup>1</sup>

- **Abolition:** ending of
- **Bond:** money that must be paid to get out of jail
- **Composite:** made up of various parts
- **Deportation:** being sent back to one's native country
- **Detention:** being held in custody
- **Disenfranchisement:** deprivation of a legal right (i.e., the right to vote), privilege, or immunity
- **Hierarchy:** a system or organization in which people or groups of people are ranked according to status
- **Immoral:** not conforming to accepted standards of behavior
- **Indigenous:** native to a place
- **Nativist:** attitude or policy where existing inhabitants are favored instead of immigrants
- **Naturalization:** the process of becoming a citizen
- **Orator:** a skilled public speaker
- **Protected Class:** a group protected by anti-discrimination laws
- **Quota:** a fixed minimum or maximum number of a particular group of people allowed to do something
- **Refugees:** people who had to flee their native countries to escape war, persecution, or natural disaster
- **Revert:** return to previous state
- **Rhetoric:** speech or writing
- **Segregation:** separating people by races
- **Subjugation:** act of bringing someone or something under control/domination
- **Stereotype:** a widely held image or idea that may be incomplete and/or inaccurate
- **Temporary Protected Status:** allows immigrants who are unable to return home safely to reside and work legally in the U.S.
- **Unassimilable:** unable to fit in
- **Undocumented:** lacking legal paperwork
- **White Supremacy:** social, economic, and political systems that collectively enable white people to maintain power over people of other races
- **Xenophobic:** fearing or disliking anything or anyone perceived as being foreign

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<sup>1</sup> Definition adapted from Merriam-Webster

## **Discussion Questions:**

1. How and why were Asian immigrants, specifically Chinese laborers, mistreated during the 1800s? How were they excluded?
2. How did Frederick Douglass support the early Chinese immigrants? What is the significance of his actions?
3. What was the significance of the exclusion laws?
4. What was the significance of the Immigration and Nationality Act of 1965?
5. How did Asian Americans benefit from the Immigration and Nationality Act of 1965?
6. How did the Civil Rights Movement inspire the immigration reforms that manifested into the Immigration and Nationality Act of 1965?
7. How did the Immigration and Nationality Act of 1965 actualize Douglass' vision?
8. How were Asian American activists inspired by Black activism?
9. What is the plight of undocumented Black immigrants? How have the Asian American and Latinx American communities helped them?

## **DAY ONE**

### **Activity 1: Introduction to the Unit**

- A. Explain what it means to be Asian American and/or Pacific Islander (“AAPI”):
1. Inform students that there are different identifiers for the AAPI community: Asian American, AAPI (Asian American Pacific Islander), AA & PI (Asian American and Pacific Islander), AANHPI (Asian American Native Hawaiian Pacific Islander), APIDA (Asian Pacific Islander Desi American), etc.
  2. Explain that these identifiers are used to describe the Asian American and Pacific Islander communities which represent many unique cultures, heritages, and histories.
  3. Explain that the term “Asian American” was first coined in the 1960s as a social and political identity to reject racist terms previously used to identify this group. It was also used to create unity and solidarity among various AAPI groups.
  4. Explain how it is important to recognize the unique identities within the larger identifier and to not see AAPI people as a monolith.
  5. Explain that over the course of the unit, there are moments when “Asian American” is used instead of “AAPI.” This is a purposeful choice to not conflate Pacific Islanders with Asian Americans by using “AAPI” if they are not actually the focus of, or included in, the topic at hand. Similarly, there are moments when “Pacific Islander” is used for the same reason.

**NOTE TO TEACHER: Skip this lesson and go straight to Day 2 if your students already have a basic understanding of the Model Minority Stereotype and the Perpetual Foreigner Stereotype.**

### **Activity 2: Introduction to Stereotypes**

- A. Ask students: What is a stereotype? Have you ever experienced stereotyping?
- B. Allow students an opportunity to share their responses.
1. Create a T-chart with “What is a stereotype?” on the left side, and “What are the impacts of stereotyping?” on the right side.
  2. As students share, write relevant responses in the T-chart.
- C. Review contents of T-chart and ask students: In what ways are stereotypes harmful?
- D. Share the following statement: “The two stereotypes that have plagued the Asian American and Pacific Islander communities are Model Minority and Perpetual Foreigner. Both of these stereotypes have influenced their experiences in the United States. In addition, both of these stereotypes have prevented Asian Americans and Pacific Islanders from feeling a full sense of belonging in the United States.”

### **Activity 3: Introduction to the Model Minority and Perpetual Foreigner Stereotypes**

- A. Distribute the worksheet entitled “[Model Minority and Perpetual Foreigner](#).”
- B. Complete the first row with students, answering the questions, “What is it?” - Have students write down the responses as you explain them:
1. Model Minority: The Model Minority stereotype is this notion that Asian Americans and Pacific Islanders are “smart” and “hardworking.” They have achieved success through hard work and determination and are suitable models for other minorities to emulate.
  2. Perpetual Foreigner: The Perpetual Foreigner stereotype is this idea that Asian American and Pacific



Islanders are foreigners because of their appearance, language, customs, etc. They will always be seen as outsiders no matter how long they have lived here or whether they're American-born.

- C. NOTE TO TEACHER: If students need more support in understanding Model Minority and Perpetual Foreigner stereotypes, consider teaching these lessons (or relevant parts of the lessons) from The Asian American Education Project: (1) “Perpetual Foreigner - Systemic Racism Against Asian Americans”:**  
<https://asianamericanedu.org/perpetualforeigner.html>; and (2) “Model Minority Myth”:  
<https://asianamericanedu.org/3.1-Model-Minority-Myth-lesson-plan.html>

**Activity 4: Researching the Model Minority and Perpetual Foreigner Stereotypes**

- A. Have students work in small groups to complete the rest of the worksheet entitled, “[Model Minority and Perpetual Foreigner](#).” Have students use the internet to research and answer the following questions:
1. How did it originate? What truths are behind the stereotype?
  2. In what ways is it incomplete or inaccurate?
  3. How does it negatively impact the Asian American and Pacific Islanders communities in society?
  4. How does it negatively impact the Asian American and Pacific Islanders community in schools?
- B. **NOTE TO TEACHER: If pressed for time, have some groups research Model Minority and other groups research Perpetual Foreigner. Or, instead of having students work in groups, turn this into a presentation using the Answer Key as lecture notes.**
- C. Review and discuss responses. ([See Answer Key.](#))

**Activity 5: Diversifying Our Idea of “American”**

- A. Show the video entitled, “I Am An American”:  
[https://www.youtube.com/watch?v=Rne\\_jxxIbas&t=9s](https://www.youtube.com/watch?v=Rne_jxxIbas&t=9s)
- B. Facilitate a discussion by asking students these questions:
1. What message is the video trying to convey?
  2. Why is it important to diversify our idea of an “American”?
  3. Why is it important to not see Asian Americans and Pacific Islanders as “foreigners”?
- C. Share the following statement: “In regard to cross-cultural solidarity, the Perpetual Foreigner stereotype positions Asian Americans and Pacific Islanders as outsiders, unassimilable, and foreign. Such thinking allows for policies and laws that promote exclusion and create a wedge between Americans and non-Americans. In addition, the Model Minority stereotype more directly creates a racial wedge by suggesting that Asian Americans and Pacific Islanders are the exception and have been able to achieve in spite of various barriers. It essentially says that the achievement of Asian Americans and Pacific Islanders is proof that the system is not the problem, placing the blame on other minority groups for not achieving. Both stereotypes are problematic because they serve to separate communities of color and prevent them from coalescing to fight against white supremacy. Pitting communities of color against each other is a strategy that maintains the status quo and prevents liberation and justice for all groups. As such, any form of racism is bad for any and all groups affected by white supremacy: racism can make any group an ‘other’ and create false rifts between groups that are all impacted by racism.”

- D. Tell students to refer to these concepts of Perpetual Foreigner and Model Minority throughout the unit. Explain how perceptions about Asian Americans and Pacific Islanders have impacted how they have been treated in society-at-large.

## **DAY TWO**

**NOTE TO TEACHER: Skip this lesson and go straight to Day 3 if your students already have a basic understanding of cross-cultural solidarity.**

### **Activity 1: Introduction to Solidarity**

- A. Have students complete a Quickwrite given these prompts: Have you ever stood up for someone else or has someone stood up for you? Describe the situation. What happened? How did you feel?

#### **Strategy: Quickwrite**

A Quickwrite is an instructional practice that allows students an opportunity to quickly respond to a question or prompt. It is often timed for 3-10 minutes. It provides teachers an assessment of what students know or think at that moment in time. It provides students an opportunity to freely write down their first thoughts. It can be used at any time in a lesson.

For more on Quickwrites, see: <https://www.literacyworldwide.org/get-resources/literacy-glossary>

- B. Allow students an opportunity to share what they wrote in their Quickwrites.
- C. Distribute the worksheet entitled, “[Extended Definition Tool](#).”
1. Have students work independently and complete Step 1 of the worksheet by defining “Solidarity.”
    - a. Step 1: State a short definition for the concept or issue in your own words.
  2. Tell students they are going to unpack what solidarity means.

### **Activity 2: Four Levels of Solidarity**

- A. Distribute or display the text entitled, “[Four Levels of Solidarity](#).”
- B. Share the following statement: “This text is an infographic. Infographics are a collection of images and data visualizations designed to inform and educate. This infographic was created by Desis Rising Up and Moving (DRUM). DRUM was founded in 2000 to build the power of South Asian and Indo-Caribbean low-wage immigrant workers, youth, and families in New York City to win economic and educational justice, and civil and immigrant rights.”
1. **NOTE TO TEACHER: “Desi” is sometimes used as an identifying term for a person who is of South Asian descent or who traces their heritage to the Indian subcontinent (i.e., India, Pakistan, Bangladesh, etc.). It is pronounced /they-see/.**
- C. Have students independently read the infographic and identify the four levels of solidarity.
- D. Do a close reading of the text structure by asking the following questions:



1. Who is the targeted audience? How do you know?
2. What content is being shared? How is the text organized?
3. Who is the creator? How does that influence the content?
4. What is the purpose of the infographic? Does it aim to educate, entertain, inform, persuade, etc.?
5. How is it arranged? Why is it arranged in this way?
6. What is the significance of the color scheme?
7. What images are used and why?

**Strategy: Analyzing Infographics**

Infographics convey complex information with images and good design. They are used to communicate specialized information to general audiences because they focus on being concise and visual. They enable audiences to get the message quickly and easily. They use linguistic, visual, and spatial effects. Students in the 21st century should enhance their visual literacy skills and learn how to read and interpret infographics.

For more on teaching infographics, see:

<https://archive.nytimes.com/learning.blogs.nytimes.com/2010/08/23/teaching-with-infographics-places-to-start/>

E. Have students work in small group to discuss the following questions:

1. What are the four levels of solidarity and how are they connected? How do they build on each other?
2. Why are there different levels of solidarity?

F. Review responses as a whole group.

**G. NOTE TO TEACHER: Ensure students understand that solidarity work is hard and that everyone is on a different level. People have to engage in any way they can and strive to do more, be better, etc. If time permits, have students self-assess their own activism and identify which level they're at and which level they'd like to be at. They can complete this chart:**

Cause:	
Level of Solidarity	Personal Examples
Symbolic Solidarity	
Transnational Solidarity	
Embodied Solidarity	
Transformative Solidarity	



### **Activity 3: Extended Definition**

- A. Have students retrieve the worksheet entitled, “[Extended Definition Tool](#).”
- B. Have them work independently or in small groups to complete the rest of the worksheet.
  1. Step 2: Select four ways to develop an extended definition.
  2. Step 3: Identify evidence to craft a useful extended definition. Complete the chart.
  3. Step 4: Synthesize your learning by developing an extended definition.

#### **Strategy: Extended Definition Tool**

Having students construct their own definitions of complex ideas ensures greater understanding and retention. An extended definition does more than define a concept or issue. It also describes, explains, clarifies significance, and tells the reader why the concept or issue is important to social studies.

For more on the Extended Definition Tool, see:

<https://www.weteachnyc.org/resources/resource/grade-10-historical-thinking-tools-and-analysis-strategies/> (pp. 1-2)

- C. Have students share their definitions with a partner or small groups and make edits to their own definitions if needed.
- D. Allow some students to share their definitions in order to create a definition as a class. Make sure students come to consensus.
- E. **NOTE TO TEACHER: Students may have varied definitions of solidarity but ensure that students indicate the following:**
  1. Solidarity is always about relationships.
  2. Solidarity indicates a unity of interests and goals. It requires intentionality, commitment, and trust.
  3. Solidarity requires actions that change us and can even require sacrifice. Solidarity can require discomfort and disruption as we view issues from the viewpoints of other individuals/communities and interrupt systems of oppression.
  4. Solidarity is challenging and complex. Not everyone is going to be at the same level.

### **Activity 4: Revisiting Definition**

- A. Have students revisit their Quickwrites.
- B. Ask students: How and why did your definition of solidarity change as a result of our discussion today?
- C. Have students revise their responses to the worksheet entitled, “[Extended Definition Tool](#).” Encourage students to amend their definition as they learn throughout this unit.
- D. Tell students that cross-cultural solidarity refers to different communities of color working together for liberation and justice.

## **DAY THREE**

**NOTE TO TEACHER:** This lesson/unit focuses more on the Chinese American experience as they were the first large Asian population to settle in early U.S. history, so they were the first to engage in direct actions against racist U.S. institutions. Asian Americans and Pacific Islanders have made significant contributions; because of the limited time we have in this unit, we cannot cover all topics and all groups. That being said, because all Asians in the United States tend to be seen as a monolith despite having vastly different languages and cultures, Asian immigrants (regardless of ethnic heritage) received mostly the same treatment and faced many of the same challenges. With that stated, please remind students that Asian Americans and Pacific Islanders consist of diverse and unique communities with their own rich cultures, languages, and histories.

### **Activity 1: Understanding Hierarchy**

- A. Ask students to jot down their first thoughts when you say the word, “hierarchy.”
- B. Have students share their responses.
- C. Share the following statement: “The United States is a country that was built through the use of enslaved people on land unjustly taken from Native Americans; as such, a clear racial hierarchy permeates U.S. society. In this hierarchy, white people are at the top and Black people are at the bottom, with other communities of color falling in between. This racial hierarchy has impacted how Asian Americans and Pacific Islanders in the United States are perceived and treated.”
- D. **NOTE TO TEACHER: Asian Americans and Pacific Islanders are affected by colorism, which is the practice of favoring lighter skin over darker skin. At times, they are afforded some of the privileges associated with whiteness. These privileges are conditional and subject to the agenda of white supremacy. When Asian Americans and Pacific Islanders can be used as a wedge to divide or stereotype communities of color, they are extended privileges that bring them closer to whiteness. On the other hand, Asian Americans and Pacific Islanders have also historically been scapegoated during times of public health insecurity, economic instability, political or national crises, and more when it has served white interests. These decisions are rooted in white supremacy and work to maintain the status quo, which targets people of color through racism and oppressive policies, if and when needed, to serve those in power. Accordingly, it is important for Asian Americans and Pacific Islanders to challenge and fight against anti-Blackness – both within the Asian American and Pacific Islander community and in U.S. systems and structures. Buying into anti-Blackness allows communities of color to be manipulated by white interests through this conditional extension and revocation of privileges.**
- E. Have students summarize what you just read. (Provide clarification if needed.)
- F. Show this video entitled, “The Story We Tell: Emergence of the U.S. Racial Hierarchy”  
<https://vimeo.com/280779901>
- G. Facilitate a discussion by asking the following questions:
  1. What does racial hierarchy look like in the United States?

2. Who is privileged and who is not?
3. What are the causes of this racial hierarchy in the United States?

**H. NOTE TO TEACHER:** As an option, have students write about their own family’s immigration story. If students claim to not have an immigration story, remind them that only Native Americans are indigenous and that everyone else immigrated at some point in time. If they don’t have an immigration story, it may be because they don’t know their family story. In that case, have them write about why they don’t know their history. Then, challenge them to learn more. If you suspect family trauma, then have students write about what the concept of immigration means to them.

**Activity 2: Analytical Reading: Black Liberation and Immigrant Rights**

A. Distribute the “[Black Liberation and Immigrant Rights](#)” essay to students. Tell students that you had just read parts of the first paragraph aloud.

B. Distribute the worksheet entitled, “[Analytical Reading Tool](#).”

C. Have students read the text and complete the worksheet. (If needed, provide modeling.)

1. Complete the first section (#1) which asks students to identify the title, author, date, location, etc. Explain that it’s important to know the source of any text.
2. Read the essay and complete the second section (#2) which asks students to summarize the gist. Encourage students to write their initial thoughts.
3. Read the essay a second time and complete the third section (#3-5) which asks students to identify main ideas, important concepts, and supporting details. Have students annotate the text as well.
4. Read the essay a third time and complete the fourth section (#6-7) which asks students to summarize what they have learned from multiple readings and to identify a meaningful quote.
5. Re-read the notes and complete the last section (#8-9) which asks students to compare their summaries and examine how the text changed their understanding of the topic.
6. **NOTE TO TEACHER:** See [Answer Key: Analytical Reading Tool](#) as needed.

**C. NOTE TO TEACHER:** The “Black Liberation and Immigrant Rights” text brings up several topics including the Page Act, Chinese Exclusion Act, and the Immigration and Nationality Act of 1965. If more background information is needed, consider teaching the following lessons and resources from The Asian American Education Project:

1. “Excluded from History: The Page Act of 1875” by Virginia Loh-Hagan, Jing Kwoh, Jayson Chang, and Pat Kwoh:  
<https://www.socialstudies.org/social-education/86/2/excluded-history-page-act-1875>
2. “Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women”:  
<https://asianamericanedu.org/chinese-exclusion-act-exclusion-of-asians.html>
3. “Immigration and Nationality Act of 1965 - Civil Rights Movement Era”:  
<https://asianamericanedu.org/immigration-and-nationality-act-of-1965.html>
4. “Fight for Just Immigration”:  
<https://asianamericanedu.org/fight-for-just-immigration.html>

**D. NOTE TO TEACHER:** If pressed for time, have students read the reading and complete the worksheet the night before.

### **Activity 3: Discussion: Black Liberation and Immigrant Rights**

A. Have students discuss the following questions in small groups:

1. What did you learn from reading the text?
2. What ideas did you agree with?
3. What ideas would you like to challenge?
4. What questions do you have? What was confusing to you?

B. Allow students an opportunity to share comments from their small group discussions. Answer any questions and provide clarification as needed.

C. Facilitate a discussion about the text by asking the following questions:

1. How and why were Asian immigrants, specifically Chinese laborers, mistreated during the 1800s? How were they excluded?
2. How did Frederick Douglass support the early Chinese immigrants? What is the significance of his actions?
3. What was the significance of the exclusion laws?
4. What was the significance of the Immigration and Nationality Act of 1965?
5. How did Asian Americans benefit from the Immigration and Nationality Act of 1965?
6. How did the Civil Rights Movement inspire the immigration reforms that manifested into the Immigration and Nationality Act of 1965?
7. How did the Immigration and Nationality Act of 1965 actualize Douglass' vision?
8. How were Asian American activists inspired by Black activism?
9. What is the plight of undocumented Black immigrants? How have the Asian American and Latinx American communities helped them?

### **Activity 4: Reflecting on Cross-Cultural Solidarity**

A. Facilitate a discussion by asking the following questions:

1. What examples of cross-cultural solidarity did you learn?
2. How did the Asian American Pacific Islander community and the Black liberation movement support each other in the fight for immigration rights?

## **DAY FOUR**

### **Activity 1: Introduction to “Composite Nation”**

A. Show this video entitled, “Frederick Douglass’ Composite Nation”:

<https://www.youtube.com/watch?v=UEii08TQ8aA&t=56s>

B. Facilitate a discussion by asking the following questions:

1. What new information did you learn about Frederick Douglass that was not mentioned in the text?
2. What are some ways you can make Frederick Douglass’ vision a reality? (This question was posed in the video.)

### **Activity 2: Primary Source Analysis**

A. Distribute the text entitled, “[Primary Source: Frederick Douglass’ ‘Composite Nation’ Speech.](#)”

B. **NOTE TO TEACHER: If students are unfamiliar with primary sources, take time to define**

**and explain primary sources (firsthand accounts), secondary sources (secondhand accounts; information created from primary sources), and tertiary sources (sources that compile or summarize primary and secondary sources). Explain that primary sources are credible as evidence but can be hard to comprehend; secondary sources show how primary sources relate to existing knowledge and offer explanations or interpretations that can help foster further understanding.**

C. Review the instructions with students:

1. Tell students to note the title, author, and date.
2. Tell students to record observations in the left column.
3. Tell students to record questions in the right column.
4. Tell students to annotate as they read:
  - a. Tell students to highlight or underline important ideas.
  - b. Tell students to circle confusing vocabulary and concepts.
5. Tell students to complete the reflection questions at the end of the worksheet.

**Strategy: Close Reading & Analyzing Sources  
(Observe, Reflect, Question Strategy)**

Primary and secondary sources can be complex texts. But, they are necessary for historical thinking. Both sources complement each other in order to help learners build convincing arguments. Teachers can help students by providing prompting questions as they read.

For more on analyzing sources, see:

[https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing\\_Primary\\_Sources.pdf](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf)

<https://www.weteachnyc.org/resources/resource/grade-10-historical-thinking-tools-and-analysis-strategies/> (p. 55)

**D. NOTE TO TEACHER: For the sake of time, some content of the speech has been deleted and is marked with a note: “[deleted content].” Still, this speech is long. You can choose to shorten it and have students read excerpts. Or, you can have students read it for homework before this class session. Or, you can divide the text up into sections and assign each section to a small group and then have each group share their findings. With that stated, there are benefits to having students read the text in its entirety. Students need opportunities to read both short and long texts. They also need opportunities for intensive (short texts) versus extensive reading (long texts). Reading long texts increases vocabulary, stamina, and attention spans. In regard to primary text, excerpts may deprive readers of valuable context.**

**Activity 3: Historically Thinking about “Composite Nation”**

A. Distribute the worksheet entitled, “[Historically Thinking about the Douglass Speech](#).”

B. Complete Part I with students by answering the following questions:

1. Who wrote this?
2. When was it written?
3. Where was it written?
4. Is it reliable? Why or why not?



5. What was happening at the time? Explain the historical context.
6. How did the historical context affect the content of the source?
7. What claims does the author make?
8. What evidence does the author use?
9. What language does the author use to persuade the audience?
10. How does the language indicate the author's perspective?
11. What does the language tell us about the author?

**C. NOTE TO TEACHER: Model how to refer back to the text for information and how to do further research (via the internet) to answer the questions. Reassure students that some questions may be harder to answer than others due to a lack of information.**

**Strategy: Historical Thinking Skills Chart**

Historical Thinking Skills Chart is a way to help students contextualize primary and secondary sources. This strategy supports students' historical reading skills such as sourcing, contextualization, close reading, and corroboration.

For more on Historical Thinking Skills Chart, see:

- <https://www.weteachnyc.org/resources/resource/historical-thinking-skills-chart-stanford/>
- <https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf>

D. Review the responses to the worksheet ([See Answer Key](#)). Clarify any misunderstandings.

E. Facilitate a discussion by asking the following questions:

1. What are Frederick Douglass' motivations for supporting Chinese immigration?
2. Is the United States better off having a multitude of races and beliefs? Or would it, and other nations, fare better with a homogenous population where most people look alike and share the same beliefs?

**Activity 4: Reflecting on "Composite Nation"**

A. Share the following quotes about Frederick Douglass' speech with students:

1. "It's one of the most radical and prophetic speeches in American history. And hardly anyone knows about it." (Source: John Blake)
2. "One of the most important and least-read speeches in American political history." (Source: Jill Lepore)
3. "One of the earliest and still most eloquent tribute to the beauty of America's ever-expanding definition of the 'We' in 'We the people.'" (Source: Andrew Roth)
4. "The Composite Nation is a brilliant vision of America's evolving tapestry in all its colors, shades, and ethnicities." (Source: Andrew Roth)

B. Facilitate a discussion by asking the following questions:

1. What are the quotes saying about the text?
2. Do you agree or disagree with the quotes?
3. What is the significance of the speech to the Asian American community and to U.S. history in general?

C. Summarize this set of lessons by sharing this statement: "We learned about different examples of solidarity between the Asian American community and the Black community. Although both

groups have experienced racism in different ways, they have been united in the fight for immigration rights, which ultimately contributes to the greater fight for liberation and justice.

D. **If you are teaching this lesson as part of the [Cross-Cultural Solidarity unit](#):** Inform students that in the next lesson, they will learn about how communities of color united in the fight for labor rights.

### ***Further Information***

The Asian American Education Project lesson entitled, “Perpetual Foreigner - Systemic Racism Against Asian Americans”: <https://asianamericanedu.org/perpetualforeigner.html>

The Asian American Education Project lesson entitled, “Model Minority Myth”:  
<https://asianamericanedu.org/3.1-Model-Minority-Myth-lesson-plan.html>

The Asian American Education Project lesson entitled, “Chinese Exclusion Act and the Exclusion of Asians, Pacific Islanders & Chinese Women”:  
<https://asianamericanedu.org/chinese-exclusion-act-exclusion-of-asians.html>

The Asian American Education Project lesson entitled, “Fight for Just Immigration”:  
<https://asianamericanedu.org/fight-for-just-immigration.html>

The Asian American Education Project lesson entitled, “Immigration and Nationality Act of 1965 - Civil Rights Movement Era”: <https://asianamericanedu.org/immigration-and-nationality-act-of-1965.html>

Article: “Excluded from History: The Page Act of 1875” (National Council for the Social Studies, 2022):  
<https://www.socialstudies.org/social-education/86/2/excluded-history-page-act-1875>