

*4th Grade*

*Breaking the Silence: Asian American History in Indiana*

***In what ways have Asian Americans contributed to my state?***



Royal Prince Pu Lun, future emperor of China, with Mayor Holtzman's party attending Moy Kee's reception, May 20, 1904, Library of Congress

**Supporting Questions**

1. What brought Asian Americans to Indiana?
2. Who makes up the Asian American community in Indiana?
3. How can I become an upstander in my community?
4. What contributions have Asian Americans made to Indiana during Covid-19?

## 4th Grade: Breaking the Silence: Asian American History in Indiana

### In what ways have Asian Americans contributed to my state?

<b>Standards and Content</b>	<p><b>Indiana Academic Standards for Social Studies:</b></p> <p>4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</p> <p>4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <p>4.1.6 Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.</p> <p>4.1.7 Construct a brief narrative about an event in Indiana history using primary and secondary sources.</p> <p><b>C3 Framework:</b></p> <p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>
<b>Staging the Compelling Question</b>	<p>In order to stage the first supporting question, <i>What brought Asian Americans to Indiana?</i>, and prepare students for the inquiry, facilitate a discussion about what may prompt people to move or migrate from one place to another. Students could investigate family migration stories or focus on the broader push/pull factors that cause people to migrate, whether by choice or necessity.</p>

<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
What brought Asian Americans to Indiana?	Who makes up the Asian American community in Indiana?	How can I become an upstander in my community?	What contributions have Asian Americans made to Indiana during Covid-19?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Using the “analyzing images activity,” (see Featured Sources) guide students in a discussion of Moy Kee’s reception of Royal Prince Pu Lun. What brought Moy Kee to Indianapolis and what can be inferred from	Students will explore the various groups that make up the Asian American community in Indiana. Through studying an online museum exhibit, students will gather evidence of the distinct identities and	Students explore the meaning of the words “upstander” and “ally” as they apply to the story <i>The Many Colors of Harpreet Singh</i> . Students will then brainstorm ways they can act as upstanders in local	Students will help document the contributions of the Asian community to Indiana during the pandemic, by contributing writings, photos, drawings, paintings, or videos to the

the photo about Kee's position in the community?

Students will learn about the variety of reasons Asian immigrants came to Indiana, as well as immigration policies that barred Asian migration. Students will also trace America's foreign influence and imperialism to Asian migration to Indiana (e.g. WW2, Vietnam War, Korean War).

#### Featured Sources

**Source A:** Link to LOC photo of Moy Kee:

<https://www.loc.gov/item/2013648317/>

**Source B:** Collection of stories about Asian American experiences in Indiana from the Indiana Historical Society online exhibit, *Be Heard*.

<http://beheard.ihs.yourcultureconnect.com/e/asian-experiences>

**Source B:** Some Japanese Americans came to Indiana during WW2 to study in order to escape incarceration camps. An article from the Manzanar Free Press announces a visit to Manzanar by Henry Tanaka, a student at Earlham College, who counseled students who want to attend college in Indiana.

<https://www.loc.gov/resourcel/sn84025948/1944-08-26/ed-1/?sp=1&st=image>

**Source C:**

unique experiences of different Asian groups, as well as common connections and histories shared by the Asian American community

#### Featured Sources

**Source A:** Collection of stories about Asian American experiences in Indiana from the Indiana Historical Society online exhibit, *Be Heard*.

<http://beheard.ihs.yourcultureconnect.com/e/asian-experiences>

Students will be assigned to one of the Asian American groups featured on the *Be Heard* exhibit, work in jigsaw groups to learn more about their experiences, and then teach their peers. Students will work to complete a graphic organizer in which they gather evidence of who makes up the Asian American community in Indiana after hearing presentations from each of the groups in the jigsaw format.

**Source B:**

In addition to the information on Ruth Chin in the *Be Heard* exhibit, this recent obituary describes more of her contributions to Indiana during her lifetime:

<https://www.thestarpress.com/story/news/local/2021/>

Indiana communities (neighborhood, school, state).

#### Featured Sources

**Source A:** *The Many Colors of Harpreet Singh*, by Supriya Kelkar.

**Source B:** *Harpreet Singh* Discussion Guide: <https://www.unionsquareandco.com/harpreet-singh-discussion-guide/>

**Source C:** Students explore the historical example of Earlham College welcoming Japanese Americans to its campus during WW2. Then, students construct an argument whether or not these actions meet their definition of being an upstander.

<https://library.earlham.edu/u/ecja/campus>

Indiana Historical Society Collecting Initiative to Document COVID-19 in Indiana.

In addition, students can investigate instances of anti-Asian racism during the pandemic as well as examples of community resistance.

In order to conduct their research, students could conduct oral histories and collect artifacts that document Asian Americans' contributions during the pandemic.

#### Featured Sources

**Source A:** Telling Your Story: Documenting COVID-19 in Indiana <https://indianahistory.org/telling-your-story-documenting-covid-19-in-indiana/>

**Source B:**

Press release calling on Indiana Governor Holcomb to take action against anti-Asian racism in Indiana. Links in the press release feature some examples of anti-Asian racism and resistance in Indiana related to Covid-19

<https://www.napawf.org/press-releases/031121>

**Source C:** Students could contact Chris Chyung, who served as the first Asian American state house representative for Indiana in 2018-2020 to learn how he responded to constituents' needs during Covid 19.

**Source D:** Chinese Americans help donate PPE for health care workers

<https://www.indystar.com>



[https://en.wikipedia.org/wiki/File:Asiatic Barred Zone.png](https://en.wikipedia.org/wiki/File:Asiatic_Barred_Zone.png)

**Source D:** Chinese Exclusion Act  
<https://www.loc.gov/rr/main/images/chinese-exclusion-act.pdf>

Link to Analyzing Images activity:  
<https://www.facinghistory.org/resource-library/teaching-strategies/analyzing-images>

[10/04/muncie-photographer-ruth-chin-well-known-dies-97/5988209001/](https://www.muncie.com/story/10/04/muncie-photographer-ruth-chin-well-known-dies-97/5988209001/)

[/story/news/health/2020/03/26/indiana-chinese-community-wants-help-during-coronavirus-covid-19-outbreak/5079352002/](https://www.cnn.com/2020/03/26/indiana-chinese-community-wants-help-during-coronavirus-covid-19-outbreak/5079352002/)

**Source E:** Although not in Indiana, a story is of an Asian teen who helped collect PPE and dispel stereotypes of Asian Americans  
<https://www.cnn.com/2020/05/03/us/iyw-asian-teen-delivers-masks-trnd/index.html>

<p><b>Summative Performance Task</b></p>	<p><b>ARGUMENT:</b> Students will construct an argument using evidence from the inquiry about the unique contributions different Asian American groups have made to Indiana. Students could choose one of the following ways to take action to educate their communities:</p> <ul style="list-style-type: none"> <li>● In conjunction with Asian American Pacific Islander awareness month (e.g. <a href="https://aaalliance.org/">https://aaalliance.org/</a>), students can organize a “teach-in” at their school to educate and raise awareness of the contributions of Asian Americans in Indiana</li> <li>● Create a museum exhibit, modeled after the “Be Heard” digital exhibit, documenting the contributions of Asian Americans in Indiana, which can be installed at school or the local library.</li> <li>● After speaking with former Indiana state house representative Chris Chyung, students write a letter to their elected officials about the need to pass legislation mandating Asian American history in elementary schools, similar to a law passed in neighboring Illinois.  <a href="https://www.smithsonianmag.com/smart-news/illinois-becomes-first-state-mandate-teaching-asian-american-history-public-schools-180978160/">https://www.smithsonianmag.com/smart-news/illinois-becomes-first-state-mandate-teaching-asian-american-history-public-schools-180978160/</a></li> </ul>
	<p><b>EXTENSION.</b> Explore the other online “Be Heard” exhibits from the Indiana Historical Society, including “Latino Experiences,” and “Groundbreaking Black Hoosiers.” Students can identify examples of solidarity between Asian Americans and these groups to engage in social activism and civil rights struggles.</p>
<p><b>Taking Informed Action</b></p>	<p><b>UNDERSTAND</b> Learn about the different Asian groups that make up the Asian American community in Indiana and their contributions to the state</p> <p><b>ASSESS</b> Identify ways that you can be an upstander in your community.</p> <p><b>ACT</b> Present findings about Asian Americans contributions to Indiana</p>

*\*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

**Additional teacher resources/background information:**



Resources on Moy Kee and his influence in the Indianapolis community:

- <https://blog.history.in.gov/moy-kee-part-i-the-mayor-of-indianapoliss-chinese-community/>
- <https://images.indianahistory.org/digital/collection/p16797coll39/id/7300/rec/2>

Indiana Asian American cultural organizations:

- <https://www.barangayclubindy.org/about-us/>
- <https://aaalliance.org>