

Resources for Integrating Asian American Pacific Islander Resources into Lessons
Resources for Grades 6-12
Prepared by the New Jersey Council for the Social Studies

The AAPI Law

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. a. A board of education shall include **instruction on the history and contributions** of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

b. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section a. of this section. When adopting instructional materials for use in the school district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders.

c. A board of education shall seek the assistance and advice of the Commission on Asian Heritage established pursuant to section 2 of P.L. c. (C.) (pending before the Legislature as Assembly Bill No. 3369 or Senate Bill No. 3764 of 2020) in fulfilling the requirements of this section.¹

2. This act shall take effect immediately and shall first apply to the 1 [2022-2023] first full school year following the date of enactment.

Middle School

6.2.8.GeoSV.2.a Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now. (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; **Indus River Valley** and Modern Pakistan/**India**; **Ancient China and Modern China**)

6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today **and evaluate how individuals perceived the principles of liberty and equality then and now.** (i.e., political, economic, and social)

6.2.8.HistoryUP.3.c Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., **Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism**), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, **India, and China** over time.

6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of **the major achievements of the people living Asia, Africa (Islam), Europe and the Americas** over time.

6.2.8.HistoryCC.4.d **Analyze the role of religion and economics in shaping each empire's social hierarchy,** and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.GeoSV.4.a Analyze the immediate and long-term impact on **China** and Europe of the open exchange between Europe and the **Yuan (Mongol) Dynasty.**

6.2.8.GeoHP.4.b Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. (i.e., the African caravan and **Silk Road**)

6.2.8.GeoHP.4.c **Use maps** to show how the interaction between the Islamic world and medieval Europe increased trade, **enhanced technology innovation, and impacted scientific thought and the arts.**

6.2.8.GeoHE.4.b Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.a **Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.**

6.2.8.GeoHE.4.c Explain how **the geographies and climates of Asia, Africa, Europe, and the Americas** influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoHP.4.a Explain why the Arabian Peninsula's physical features and location made it the epicenter **of Afro-Eurasian trade** and fostered the spread of Islam into Africa, Europe, and **Asia.**

Essential Curriculum Integrations:

Contributions of early river valley civilizations (farming, calligraphy, vedas, irrigation, urban planning)

Silk Road	Mongol expansion
Great Wall	Paper currency
Ramayana	Block printing
Mahabharata	Civil Service Exams
Grand Canal	Angkor Wat
Emperor's Terracotta Army	Pagodas
Yuan Dynasty	Mandate of Heaven
Forbidden City	Ming Dynasty settlements in East Africa
Mongol expansion	Landscape art
Wax seals	Nautical inventions

High School World History

6.2.12.GeoGE.1.a Compare and contrast the **economic policies of China and Japan**, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of **China** and **Japan** within the emerging global economy.

6.2.12.GeoGE.1.b **Trace the movement of essential commodities (e.g., sugar, cotton) from Asia** to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12.GeoGE.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, **Southwest Asia**, and Africa.

6.2.12.GeoSV.1.a Use geographic representation to assess changes in political boundaries between 1450 and 1770, and **assess the extent of European political and military control in Africa, Asia**, and the Americas by the mid-18th century.

6.2.12.HistoryCC.1.a Determine the extent to which various technologies, (e.g. printing, the marine compass, cannonry, Arabic numerals) **derived from Europe's interactions with Islam and Asia** provided the necessary tools for European exploration and conquest.

6.2.12.HistoryCC.1.d **Compare slavery practices and other forms of coerced labor or social bondage** common in East Africa, West Africa, **Southwest Asia**, Europe, and the Americas.

6.2.12.HistoryCC.1.e Compare and contrast the motivations for and methods by which various empires (e.g., **Ming, Qing**, Spanish, **Mughal**, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.HistoryCC.2.b Explore the factors that laid the foundation for the Renaissance, i.e. Asian and Islamic, Ancient Greek and Roman innovations.

6.2.12.CivicsHR.4.a Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Chinese, the Nazi Holocaust and assess the responses by individuals, groups, and governments.

6.2.12.HistoryCA.4.a Generate an evidence-based argument to explain **the rise of nationalism in China**, Turkey, and **India**.

6.2.12.HistoryCA.4.b Assess **the causes of revolution** in the 20th century (i.e., in Russia, **China, India**, and Cuba), and determine the impact on global politics.

6.2.12.HistoryCA.4.c Evaluate how the Allied countries responded to **the expansionist actions** of Germany, Italy, and **Japan**.

6.2.12.HistoryCC.4.d Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to **the emergence of movements for national self-rule or sovereignty** in Africa and **Asia**.

6.2.12.EconET.5.b Articulate a point of view which assesses **the reasons for and consequences of the growth of communism** and **shift toward a market economy in China**.

6.2.12.GeoSV.5.a Use geographic data to interpret the factors of **post-independence struggles in South Asia** (e.g. the struggle over the partitioning of the subcontinent into **India and Pakistan**, as well as later tensions over Kashmir).

6.2.12.HistoryCC.5.a Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the **impact of these events on changing national boundaries in Eastern Europe and Asia**.

6.2.12.HistoryCC.5.a Explain how World War II led to **aspirations for self-determination**, and compare and contrast the methods used by African and **Asian countries to achieve independence**.

6.2.12.HistoryCC.5.c Relate the lingering **effects of colonialism** to the efforts of Latin American, African, and **Asian nations** to build stable economies and national identities.

6.2.12.HistoryCC.5.d Assess the influence of television, the Internet, and other forms of **electronic communication** on the creation and diffusion of cultural and political information, **worldwide**.

6.2.12.HistoryCC.5.e Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, **SEATO**, Warsaw Pact), and periodic military clashes (e.g., **Korean War**, conflicts in the Middle East).

6.2.12.HistoryCC.5.f Assess the impact of **Gandhi's methods of civil disobedience and passive resistance in India**, and determine how his methods were later used by people from other countries.

6.2.12.HistoryCC.5.g Assess how feminist movements and social conditions have affected **the lives of women in different parts of the world**, and evaluate women's progress toward social equality, and political equality in various countries.

6.2.12.HistoryCC.5.h Assess the impact of the **international arms race**, the space race, and nuclear proliferation on international politics from multiple perspectives

6.2.12.CivicsHR.6.a **Evaluate the effectiveness of responses by governments** and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.CivicsHR.6.b Make an evidence-based argument on the **tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.**

6.3.12.CivicsHR.1 Compare current case students involving slavery, **child labor, or other unfair labor practices** in the United States **with those of other nations** and evaluate the extent to which these human rights violations are a universal problem.

Essential Curriculum Integrations:

East Indies trade	Green Revolution in agriculture
silk	Mahatma Ghandi
green tea	Samurai

High School U.S. History 1

6.1.12.HistoryCA.3.b Use primary sources representing multiple perspectives to explain **the impact of immigration on American society and the economy** and the various responses to increased immigration.

6.1.12.HistoryUP.3.a **Determine how expansion created opportunities for some and hardships for others** by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, **American/Asian**)

6.1.12.CivicsDP.5.a Analyze **the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants**, Native Americans, and African Americans.

Essential Curriculum Integrations:

California Gold Rush	Annexation of Hawaii
Commodore Perry visit to Japan	Spanish American War
construction of the transcontinental railroad	Annexation of Philippines
Chinese Exclusion Act	Open Door Policy
Open Door Policy	Defeated amendment granting independence to Philippines

High School U.S. History 2

6.1.12.HistoryCA.7.c Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g. **North Korea**, Venezuela, Syria, **China**, Iran).

6.1.12.CivicsDP.11.a Use a variety of sources to determine if **American policies towards the Japanese during WWII** were a denial of civil rights.

6.1.12.CivicsHR.11.a Assess the responses of the United States and other nations to **the violation of human rights that occurred during the Holocaust and other genocides.**

6.1.12.EconNM.11.a Analyze how scientific advancements, **including advancements in agricultural technology**, impacted the national and global economies and daily life.

6.1.12.EconNE12.a Assess the impact of **agricultural innovation on the world economy.**

- 6.1.12.EconNE.12.a Explain the implications and outcomes of the **Space Race** from the perspectives of the scientific community, the government, and the people.
- 6.1.12.HistoryCC.12.a Examine constitutional issues involving war powers, as they relate to United States military intervention in the **Korean War, the Vietnam War**, and other conflicts.
- 6.1.12.HistoryCC.12.b Analyze the impact of American governmental policies on **independence movements in Africa, Asia**, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.d Explain how the development and **proliferation of nuclear weapons** affected international relations.
- 6.1.12.HistoryCC.12.e Analyze ideological differences and other factors that contributed to the Cold War and the United States involvement in conflicts intended to **contain communism**, including the **Korean War**, the Cuban Missile Crisis, and the **Vietnam War**.
- 6.1.12.HistorySE.12.a Explain the reasons for the creation of the United Nations and **evaluate the effectiveness of United Nations human rights policies** and the commitment of the United States to them.
- 6.1.12.HistoryUP.13.a Determine the extent to which suburban living and television **supported conformity and stereotyping during this time period**, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.CivicsPI.14.d Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing policies concerning health care, income equality, and **immigration**.
- 6.1.12.CivicsHR.15.a Evaluate the role of diplomacy in international conflicts and policies relating to **refugees and asylum seekers**.
- 6.1.12.HistoryCC.16.a Assess from various perspectives **the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries**.

Essential Curriculum Integrations:

National Origins & Emergency Immigration Quota Acts	Nanking Massacre	Vietnam War
Five Powers Naval Disarmament Conference	Korean War	Stimson Doctrine
Japanese American Internment Camps		

Resources for K-5

[Asian Americans Advancing Justice Lesson Plans](#)

[Origami](#) (Japanese paper art)

[Origin of Fortune Cookies](#) (Japan, China, America)

[Landscape Architecture and Gardens](#) (Japan)

[Japanese Gardens at the Brooklyn Botanical Gardens](#) (Video)

[History of Kimonos for Children](#)

[Branch Brook Park Gardens](#) (Newark)

[Gardens in China and Japan](#) (Video) (Princeton Univ)

[Korean Food Contributions](#)

[Anna May Wong- Unladylike2020](#) (Chinese American Actress, Video)

[Calligraphy](#) (Chinese)

[Calligraphy](#) (Japanese)

[Holidays Around the World for Kids](#)

[Noguchi Museum and Art Collections](#)

[Transportation – Bullet Train](#)

Resources for U.S. History

[Transcontinental Railroad](#) (Smithsonian Institute)

[Chinese Transcontinental Railroad Workers](#) (PBS)

[Chinese Railroad Workers Project at Stanford University](#) (Includes oral history and primary documents)

[The Yellow Peril](#) (Roosevelt Center at Dickinson State University)

[Chinese Exclusion Act, 1882](#) (National Archives) [PDF of Legislative bill](#)

[History of Korean Immigration to the United States: 1903-Present](#) (Boston University)

[Korean War Legacy Foundation Curriculum Resources](#)

[Japanese American Internment Camps](#) (FDR Library)

[Japanese American Internment Camps](#) (Truman Library)

[Japanese American Internment Camps](#) (National Parks Service)

[StoryCorps- Aiko Ebihara and Roy Ebihara](#) (Japanese internment Video)

[NJ Internment Camp](#) (Seabrook Education and Cultural Center)

[The Asian American Women Who Fought to Make Their Mark in WWII](#) (History.com)

[U.S. Policy on One China](#) (Brookings Institute)

[Asian American Pacific Islander History](#) (History.com)

[Indian Immigration to the United States](#) (Migration Policy Institute)

[First Asian Americans in the United States](#) (Asian Nation)

[A Different Asian American Timeline](#) (Historical Perspective from 1441-Present)

[Holidays Around the World](#)

[History of Kimono: Traditional Japanese Clothing](#)

Resources for All Asian Americans and Pacific Islanders

Cambodian Americans

[Mayor Sokhary Chau](#) – first Cambodian American mayor in Lowell, Massachusetts.

[Research on First-generation Cambodian American college students and Income](#) (Purdue Univ. 2013)

[Cambodian American History and Culture](#)

Guam and Pacific Islands

[History of Guam and Contributions \(National Parks Service\)](#)

[Contributions of U.S. Born Asian Americans and Pacific Islanders](#) (2021)

India

[Nobel Prize Recipients from India](#) (India Today)

Japan

[History and Contributions of Japanese Americans](#)

[Kiyoshi Kuromiya](#) (Civil Rights Activist, Video)

Laos

[History and Contributions of Laotian Americans](#)

Philippines

[Contributions of Filipino Americans](#) (Migration Policy Institute, 2021)

South Korea

[History and Contributions of South Korean Americans](#)

Sri Lanka

[Notable People from Sri Lanka](#)

Thai Americans

[Thailand American History and Culture](#)

[Current and Significant Inventions from Thailand](#)

Vietnam

[Impact of Vietnam Immigration to the United States \(Migration Policy Institute, 2021\)](#)

Contributions of Asian Americans

[Census Data for Asian Americans](#)

[Asian American History and Contributions](#)

Japanese Americans - [Yuri Kochiyama, Civil Rights advocate](#) (Zinn Education Project)
[Kiyoshi Kuromiya](#) (Civil Rights Activist, Video)

Chinese Americans- [Derald W. Sue and Stanley Sue](#) (American Psychological Association)

Filipino Americans- [Katherine Luzuriaga, M.D.](#) , Diagnosis of HIV Infections in Infants and Children (Univ. of Massachusetts Medical Center)

Indian Americans– [Professor M.S. Swaminathan](#), Diagnosis of HIV Infections in Infants and Children (Swaminathan Research Foundation)

General Resources

[Asian American & Pacific Islander Population in the U.S. 2020](#) (U.S. Census Bureau)

[Asian American Data Links](#) (U.S. Census Bureau)

[Native Hawaiian and Pacific Islander Data Links](#) (U.S. Census Bureau)

[Asian American Psychological Association Fact Sheet](#)

[Asian American Pacific Islanders Community Facts](#)

[The diverse demographics of Asian Americans \(usafacts.org\)](#)

[Understanding America: Asian American History, Contributions, and Current Challenges - United States Department of State](#)

[StoryCorps-Celebrating AAPI Voices](#) (Blog of personal stories)

[Anna May Wong- Unladylike2020](#) (Chinese American Actress, Video)