

# Asian x Black Solidarity and the South: Past and Present (20th-21st Centuries)

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## Introduction

Asian and Black communities have continually faced tragedies in the white supremacist nation of America. What is often erased in U.S. and N.C. textbooks, is how these two communities have come together both in the past and present.

This toolkit delves into vital topics from remembering radical figures like Grace Lee Boggs to discovering how the Jim Crow South affected South Asians. The content focuses on history from the 1930s to present day. There will also be email templates and action items on how to bring this content directly into your high school classroom.

There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Just the representation of various students of colors' heritage and history can provide a sense of [belonging and empowerment](#).

Furthermore, this toolkit covers only a brief part of a large and complex topic. Current power relations between Black and Asian communities, cross-racial identities, and queerness are just a few of ideas that are not deeply explored, but [deeply important in order to bring true understanding and change](#).

## Toolkit Key:

- **Red Text:** Books/Novels or Movies
- **Green Text:** Local Examples in North Carolina

## Workshop Information

**What:** The zoom workshop will provide an overview of the toolkit, delving into the resources for exploring Asian and Black Solidarity in the South and how to introduce these topics into high school courses and curriculum. The workshop will also provide a space for youth to engage with one another, discuss further steps, and plan action plans for Asian American studies in classrooms.

**When:** August 11th, 4:00 - 5:00 P.M.

**Who:** Youth (14-18 years old) are welcome to connect, listen, and share during the workshop.

### Goals:

- Recruit at least 25 youth
- At least 10 workshop youth attendees from 3 different high schools
- At least 3 youth attendees who try and implement content from the toolkit into their classrooms
- Being able to create connections amongst attendees and create a sense of community

### How:

- Sign Up to Receive the Zoom Link Here: <https://ncaat.org/youthworkshop>

### Resources:

- [Canva Slides](#)
- [Mentimeter](#)
- [Jamboard](#)
- Join the [Google Classroom](#)

(Resources will be posted here after the workshop)

## Resources:

### General Timeline:

[https://www.canva.com/design/DAFIFxmqq48/wzPWuHYhSK7IsxE82A\\_rHQ/view?utm\\_content=DAFIFxmqq48&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFIFxmqq48/wzPWuHYhSK7IsxE82A_rHQ/view?utm_content=DAFIFxmqq48&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Key Figures: Who was Yuri Kochiyama? Larry Itlong? Richard Masato Aoki? Asian American people have long been fighting alongside Black, Brown, and marginalized communities in movements small and large. Here are some radical Asian American activists who have created movements within the past century.

- **Yuri Kochiyama (May 19, 1921 – June 1, 2014):** Japanese American political activist whose experiences during World War II shaped her views on the U.S. This included her father being arrested and detained after Pearl Harbor and dying shortly after as well as being sent to a Japanese internment camp with her family for two years. Kochiyama's advocacy started in the 1960s and was focused on linking Asian American movements to the struggle for Black liberation whilst fighting for ethnic studies, against the Vietnam War, and much more.

- [Folk Hero: Remembering Yuri Kochiyama Through Grassroots Art](#) (Smithsonian APAC)
- [Sandra Oh reads Yuri Kochiyama](#) (Voices of a People's History of the United States)
- [Yuri Kochiyama \(Secondary Inquiry Lesson Plan\)](#)
- **Malcolm X (May 19, 1925 – February 21, 1965):** Malcolm was a prominent Black Islam activist within the Civil Rights Movement, shaped heavily by his time in prison. He spoke out against the Vietnam War and developed a friendship with Asian American activist Yuri Kochiyama.
  - [The Impact of Malcolm X on Asian-American Politics and Activism](#) (Dartmouth)
  - [Vietnam, the African American Community, and the Pittsburgh New Courier](#) (Nikolas Kozloff)
- **Grace Lee Boggs (June 27, 1915 – October 5, 2015):** Chinese American Boggs was a daughter of immigrants and was heavily influenced by her studies in philosophy and writing. Her activism began in the 1940s when she joined the Workers Party and eventually became most focused on Black, Brown, and women of color.
  - [Yuri Kochiyama and Grace Lee Boggs](#) (LESMCC)
  - [American Revolutionary: The Evolution of Grace Lee Boggs](#) (LeeLee Films Inc)
- **Jesse Jackson (October 8, 1941 – Present):** A descendant of enslaved African Americans, Cherokee, a Confederate Sheriff, and Irish planters: Jackson was involved in civil rights activism from sit-ins in North Carolina to working for Martin Luther King Jr. He has also advocated against anti-Asian hate crimes from Vincent Chin rallies to the 2021 Atlanta shootings in which 6 Asian women and 2 other victims were murdered.
  - [How Vincent Chin's murder 40 years ago sparked a national movement for Asian American civil rights](#) (PBS NewsHour Classroom)
  - [Asian Americans and Jesse Jackson – From Vincent Chin to the Rainbow Coalition – A Conversation with the Rev. Jesse Jackson](#) (East Wind Zine)
- **Philip Vera Cruz (December 25, 1904 – June 12, 1994):** Cruz immigrated from the Philippines to California in 1943 and became a farm worker. Very quickly, he joined the Agricultural Worker Organizing Committee (AWOC) and became an activist in farm worker's rights. In 1965, he played a large role in organizing the Delano Grape Strike which united the AWOC and the National Farm Workers of America, both which consisted of many immigrant workers of color.
  - [Lesson Plan: Philip Vera Cruz. Justice for Farm Workers](#) (AAAJ)
- **Larry Itlong (October 25, 1913 – February 8, 1977):** Itlong immigrated from the Philippines to the U.S. in 1929 and worked in a number of states. In Alaska, he lost three fingers during a cannery accident and saw other workers being mistreated and underpaid, so he began joining strikes and setting up labor unions. Most notably, Itlong led the Delano Grape Strike which united thousands of immigrants (mostly Filipino and Mexican workers).
  - [Filipino American Farmworkers](#) (AAAJ)
- **Richard Masato Aoki (November 20, 1938 – March 15, 2009):** Aoki was known as a radical civil rights activist, most notably for being an early member of the Black Panther

Party. During his childhood, he and his family were incarcerated due to their Japanese heritage. While with the Black Panther Party, he was the first who supplied the organization with weapons and training. In August of 2012, an investigative report detailing that Aoki was a FBI informant created grief and anger in many radical Asian and Black communities. Aoki had become an inspiring figure for many Asian Americans, so his changed legacy has only shown a more complex history of Asian and Black Solidarity.

- [Did Man Who Armed Black Panthers Lead Two Lives?](#) (NPR)

Past:

- **Jim Crow South:** Segregation among Black and white Americans is often the only focus of the Jim Crow South, but where were Asian Americans during this horrific era of post Civil War anti-Blackness? How did South Asian and Black Americans unite through lower and middle class connections? Where did Asian people fit between the division of Black and white?
  - [Bengali Harlem and the Lost Histories of South Asian America](#) (Vivek Bald)
  - [Asian Americans in Dixie Chapter 2 Racial Interstitiality and the Anxieties of the “Partly Colored”](#) (Leslie Bow)
  - [Gong Lum v. Rice 1896](#) (Zinn Education Project)
    - [Water Tossing Borders](#) (Adrienne Berard)
  - [Far East Deep South](#) (Larissa Lam)
  - [Early South Asian Immigration](#) (AAAJ)
  - [The Japanese Experience in Virginia During Internment](#) (Emma Ito)
    - [Video/Talk](#)
  - [The Untold Story Of America's Southern Chinese](#) (Al Jazeera)
  - [Representations of Asians Under Jim Crow](#) (Journal of Asian American Studies)
  - [Regina Boone: A Mystery and a Mission](#) (The Virginian-Pilot)
- **Ethnic Studies and Third World Liberation Front:** The Third World Liberation Front, or TWLF, was a student coalition originally formed at San Francisco State University in 1968 to advocate for campus reform. In 1969, another TWLF formed at UC Berkeley was able to help establish ethnic studies as an interdisciplinary study within U.S. academic institutions. These coalition groups involved many different racial, cultural, and ethnic student organizations including but not limited to Black Student Unions, Asian American Political Alliance, and so on. This advocacy has continued in the south and is still [occurring today](#).
  - [The Fight for Ethnic Studies](#) (AAAJ)
  - [Zine: Fight for Ethnic Studies](#) (Bianca Mabute-Loie)
- **Model Minority Myth:** This common stereotype declares Asian Americans as the minority who has been able to achieve economic and educational success because of politeness and hard work. But this narrative only creates harm towards Asian American and other marginalized communities.
  - [Everybody Was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity](#) (Vijay Prashad)
  - [Model Minority Myth](#) (AAE)

- [The Racial Triangulation of Asian Americans](#) (Claire Jean Kim)
  - [The Marginalized "Model" Minority: An Empirical Examination of the Racial Triangulation of Asian Americans](#) (Jun Xu and Jennifer C. Lee)
- [Asian American racialization, racial capitalism, and the threat of the model minority](#) (Wayne Au)
- [The 1965 Immigration Act & Model Minority Mythology](#) (Immigrant History Initiative)
- [Yellow Peril and Techno-orientalism in the Time of Covid-19: Racialized Contagion, Scientific Espionage, and Techno-Economic Warfare](#) (Journal of Asian American Studies)
- **Rodney King and Civil Unrest:** When the LAPD who beat and murdered an innocent Black man named Rodney King were set free, civil unrest erupted during L.A. in 1992. Much of Koreatown was destroyed and led to inter-ethnic tension, and eventually the murder of Latasha Harlins, but the story of the uprising also includes solidarity and rebuilding. The national media coverage of the news created greater tension and misrepresentation among community members of the entire country.
  - [The 1992 L.A. Civil Unrest](#) (AAE)
  - [Building Community Consciousness and Coalitions](#) (AAAJ)
  - [National Korean American Service & Education Consortium](#) (Solidarity Stories)
- **Opposing Vietnam War:** The Vietnam War opposition is often remembered by white faces, but Black and Asian Americans played an essential role in protests and the movement against the war. The anti-war movement was a
  - [Asian American Veterans and the Anti-War Movement](#) (AAAJ)
  - [In the Belly of the Monster: Asian American Opposition to the Vietnam War](#) (Densho)
- **Asian American Civil Rights Movement:** The Civil Rights movement created social justice for all marginalized communities, and heavily inspired the Asian American Civil Rights Movement.
  - [Rethinking the Asian American Movement](#) (Routledge)
  - [Formation of the Asian American Identity](#) (Immigrant History Initiative)
    - \*Please note that Richard Aoki has now been discovered as a FBI informant
  - [Black and Desi History](#) (Anirvan Chatterjee)
  - [Mass Incarceration](#) (AAE)
  - [Reverend Jesse Jackson: Vincent Chin and Beyond](#) (KQED)
  - [Asian Americans in Dixie Chapter 3 Racism without Recognition](#) (Amy Brandzel and Jigna Desai)
  - [comrades: a zine \(unexhaustively\) tracing Black and Asian \(American\) solidarities](#) (Shania Khoo)
- **Environmental Justice:** Natural disasters most often affect working class communities of color. Asian and Black communities have worked together to rebuild and create community throughout injustice.

- Zine: [Vietnamese and Black Communities in New Orleans East](#) (Bianca Mabute-Loie)
- [A Gulf Unites Us: The Vietnamese Americans of Black New Orleans East](#) (Eric Tang)
- [Asian Americans in Dixie Chapter 10 “Like We Lost Our Citizenship”](#) (Marguerite Nguyen)
- **Vietnamese Fisherman and the Klan:** On Nov. 25, 1979, the Ku Klux Klan came to a fishing village populated by Vietnamese refugees in Galveston Bay to force them out of town. They burned their boats, yards, and threatened their lives. The communities who were threatened returned and now have a thriving community in Texas.
  - [Decades After Clashing With The Klan, A Thriving Vietnamese Community In Texas](#) (NPR)
- **General:**
  - [Facing the Rising Sun: African Americans, Japan, and the Rise of Afro-Asian Solidarity](#) (Gerald Horne)
  - [I Want the Wide American Earth: An Asian Pacific American E-Comic](#) (Smithsonian APAC)
  - [The Forgotten Zine of 1960s Asian-American Radicals](#) (Jaeah J. Lee)

Present:

- **Hate Crimes**
  - [Anti-Asian Racism](#) (AAE)
  - [The history of tensions — and solidarity — between Black and Asian American communities, explained](#) (Vox)
- **Oppression Olympics**
  - [The History Of Solidarity Between Asian And Black Americans](#) (NPR)
- **Affirmative Action**
  - [Affirmative Action](#) (Solidarity Stories)
  - [What are the Texas affirmative action cases really about?](#) (Xin Sheng Project): Chinese and English versions available
- **Black Lives Matter**
  - [Counselors Not Cop Campaign](#) (Youth Justice Project)
  - [Asian Allies Stand with Black Lives Matter 2016](#) (AJ+)
  - [Comparison and Coalition in the Age of Black Lives Matter](#) (Journal of Asian American Studies)
  - [A Letter From Young Asian-Americans To Their Families About Black Lives Matter](#) (Code Switch)
- **Police Brutality in NC**
  - [Bong Achavong](#) (SEAC Village)
  - [Johnathan Ferrel](#) (Washington Post)
  - [Keith Lamont Scott](#) (NPR)

- [Chieu Di Thi Vo](#) (Change)
- [Greensboro Body Cam Footage Shows Officer Killing Woman](#) (Charlotte Observer)
- **Gentrification:** Current instances of gentrification, where lower-income communities are displaced due to wealthier people buying and selling a neighborhood, affect Black and Asian communities around the country today.
  - [The End of the American Chinatown](#) (The Atlantic)
  - [Redlining in reverse: Gentrification's impact on Triangle's historically Black neighborhoods](#) (ABC11)
  - [Little Tokyo and Bronzeville](#) (NPR)
- **Ethnic Studies in Classrooms:**
  - Duke (Durham, North Carolina): [A minor in Asian American studies at Duke is a major win for student activists](#) (Washington Post)
  - Current K-12 Legislation: [Organizing for Ethnic Studies Tool Kit](#) (AARI)
- [Black and Asian Immigration](#) (Co-Liberation)
- [Japanese American Redress to Black Reparations](#) (USC Shinso Ito Center)
- [Contemporary Asian American Activism](#) (University of Washington)

#### Email Templates

- Social Studies
  - [U.S. History](#)
  - [World History](#)
  - [Human Geography](#)
  - [Civics](#)
- [Art](#)
- Science
  - [Environmental Science](#)
- Language
  - [English](#)
  - [Chinese](#)
- [Clubs](#)

#### Additional Resources for Teachers

[Asian American Studies Curriculum Framework - AARI Website](#)

[Smithsonian's Asian Pacific American Center \(APAC\)](#)

- [Learning Together](#)
- [Smithsonian Culture Lab Playbook](#)

[The Asian American Education Project](#)

[AAPI Multimedia Textbook \(UCLA\)](#)

[Ethnic Studies Now Toolkit \(ESN\)](#)

[TEACH Act \(Advancing Justice Chicago\)](#)

[Yuri Education Project](#)

[JA/AAPI in South Recommendations \(Emma Ito\)](#)

[Asian American Racial Justice Toolkit](#)

#### Further Steps

[Advocacy Toolkit from Make Us Visible NJ](#)

[Make US Visible NJ Resources](#)

[How a Bill Becomes a Law](#)

[OCA-Asian Pacific American Advocates K-12 AANHPI Curriculum Project](#)

[Integrating Asian American Studies into 6-12 Social Studies](#)

[Asian American Education Resource Database: 9-12 Resources](#)

Email Template: U.S. History

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in much of the U.S. history curriculum provided by *NC Department of Public Instruction or Collegeboard*. But ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, when discussing The Vietnam War, you could extend the definition of [the opposition](#) from just white mothers and hipsters to Japanese Americans war veterans like Mike Nakayama and Scott Shimabukuro or powerful anti-war figures like Muhammad Ali and Martin Luther King Jr. Or when reviewing the [Jim Crow South](#), incorporate how different Asian Americans fit into the racially segregated lines of Black and white with books like [Water Tossing Borders](#) written by Adrienne Beard or movies like [Far East Deep South](#) directed by Larissa Lam.

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States. For a broader range of topics, here are additional ways to integrate Asian American history into the history curriculum (developed by Asian American teachers, professors, librarians, advocates, and more):

📄 [Sample Scope & Sequence for 6-12 Integrating Asian American Experiences.pdf](#)

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,

*Your Name(s)*

Email Template: World History

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in much of the world history curriculum provided by *NC Department of Public Instruction or Collegeboard*. But ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, when discussing The Vietnam War from Period 6, you could extend the definition of [counter protestors](#) from just white mothers and hipsters to Japanese Americans war veterans like Mike Nakayama and Scott Shimabukuro or powerful anti-war figures like Muhammad Ali and Martin Luther King Jr. Or when reviewing globalization and the environment, you could mention rebuilding initiatives where Vietnamese and Black communities came together in places like [New Orleans](#).

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States. For a broader range of topics, here are additional ways to integrate Asian American history into the history curriculum (developed by Asian American teachers, professors, librarians, advocates, and more):

📄 [Sample Scope & Sequence for 6-12 Integrating Asian American Experiences.pdf](#)

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,  
*Your Name(s)*

Email Template: Human Geography

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in much of the human geography curriculum provided by *NC Department of Public Instruction or Collegeboard*. But ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, when discussing urban land-use patterns and processes, you can touch on how gentrification has affected both Black and Asian communities from [Chinatown](#)s to the [North Carolina Triangle](#). Or when discussing cultural patterns and processes, diffusion could be tied in with how the Black-led Civil Rights Movement influenced the [Asian American Civil Rights movement](#).

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States. For a broader range of topics, here are additional ways to integrate Asian American history into the history curriculum (developed by Asian American teachers, professors, librarians, advocates, and more):

📄 [Sample Scope & Sequence for 6-12 Integrating Asian American Experiences.pdf](#)

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,

*Your Name(s)*

Email Template: Civics

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in much of the civics curriculum provided by NC Department of Public Instruction. But ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, when discussing naturalization, you can tie in how [Black and Asian immigrants](#) are both affected by past and current issues. Or when discussing criminal law, you can describe how Black and Asian communities are affected by [mass incarceration](#) in the United States.

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States. For a broader range of topics, here are additional ways to integrate Asian American history into the history curriculum (developed by Asian American teachers, professors, librarians, advocates, and more):

📄 [Sample Scope & Sequence for 6-12 Integrating Asian American Experiences.pdf](#)

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,

*Your Name(s)*

Email Template: Art

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in school, but ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, zines, [comics](#), photographs, and other art used for political action or unification used during the past and present could be featured as powerful movements within art. Here are some examples of those: [Zines | Bianca Mabute-Louie](#), [comrades: a zine \(unexhaustively\) tracing Black and Asian \(American\) solidarities by shania khoo - Issuu](#), [Photographs from TIME Black-Asian Solidarity Article](#)

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States. Art was heavily intertwined with many of these events, ideas, and recording of its history.

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,  
*Your Name(s)*

Email Template: English

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in much of the English curriculum provided by NC Department of Public Instruction, but ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, books such as [Rethinking the Asian American Movement - 1st Edition - Daryl Joji Maed](#) can give students more knowledge of the important social movement heavily influenced by the Black-led Civil Rights movement, or [Bengali Harlem and the Lost Histories of South Asian America a book by Vivek Bald](#) could explore the topic of South Asians and the Jim Crow South. Even shorter pieces of writing like zines, could be used to describe how literature affected and affects society. Here are two zine sources that cover Black and Asian Solidarity: [Zines | Bianca Mabute-Louie](#) and [comrades: a zine \(unexhaustively\) tracing Black and Asian \(American\) solidarities by shania khoo - Issuu](#)

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States.

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,  
*Your Name(s)*

Email Template: Environmental Science

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in science material provided by NC Department of Public Instruction, but ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, when discussing natural disasters, you can mention the [solidarity established between Vietnamese and Black communities](#) during the period of rebuilding after Hurricane Katrina in New Orleans East.

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States.

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,  
*Your Name(s)*

Email Template: Chinese

Dear *Your Teacher's Name*,

Much of Asian American history is either completely erased or briefly mentioned in science material provided by NC Department of Public Instruction, but ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request for more educational content regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

I understand that you are to follow curriculum guidelines from the school, county, and state, but there are many key figures, events, and movements that could be studied or mentioned during class. For example, the [Xin Sheng Project](#) provides various articles regarding current news in English, Simplified Chinese, and Traditional Chinese.

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States.

Would you be willing to include any of this material in your class? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,  
*Your Name(s)*

Email Template: Clubs (ex. Chinese Student Association, Black Student Union, Asian American Club)

Dear *Your Club President's Name*,

Much of Asian American history is either completely erased or briefly mentioned in much of the provided in school classes, but ethnic and Asian American studies are vital to history and this curriculum. There is [evidence](#) to show that ethnic studies improves student academic achievement, aids in protecting against racial bullying, contributes to a sense of agency, and builds civic engagement for an inclusive democracy. Therefore, I would like to make a request to have a club meeting regarding Asian and Black solidarity with relation to the south.

The model minority myth has perpetuated a harmful narrative in which Asian and Black people are pitted against one another. One reason for this is because of the lack of material relating to how these communities have worked together both in the past and present.

[A toolkit](#) developed by the local organization North Carolina Asian Americans Together (NCAAT) highlights specific lesson plans, books, and resources from both the past and present. There are also explanations and links to how these events and movements relate to North Carolina and the greater south region of the United States.

Would you be willing to include any of this material in one of our club meetings? I appreciate you taking the time to read this email. Thank you so much and have a great day.

Sincerely,  
*Your Name(s)*