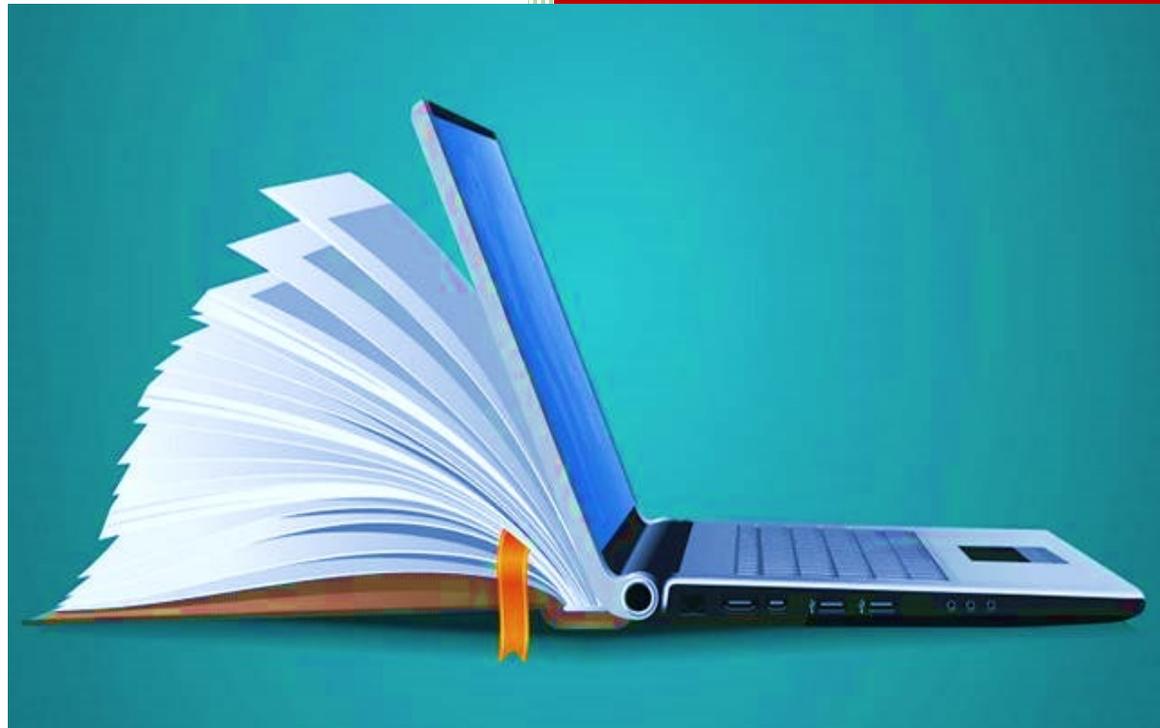


**A Resource for  
Educators**

# **Asian Canadian Perspectives**



**Asian Canadian  
Educators Network  
2022 April**



# ACKNOWLEDGMENTS

Thank you to the ACENet Team for their contributions to this resource:

**Gen Ling Chang (Team Lead)**

Chair, School & Community Relations, ACENet  
Deputy Executive Director, ALPHA Education

**Mira Chow**

Member, ACENet  
Intermediate - Secondary Teacher

**Linda Kwan**

Member, ACENet  
Early Reading Coach, Toronto DSB

**Joshua Lim**

Secretary, ACENet  
PhD student, OISE/University of Toronto

**Kien Nam Luu, PhD**

President, ACENet  
Superintendent of Education, York RDSB

**Virginia Wai Yin Pang**

Member, ACENet  
Secondary Principal, Toronto DSB (retired)

**Nandanee Sawh**

Treasurer, ACENet  
Secondary Vice-Principal, Toronto DSB

**Sandy Geen Lup Yep**

Vice-President, ACENet  
Education Officer, Ministry of Education Ontario

---

## REPRODUCTION & USE OF DOCUMENT

We encourage you to view, download, cite, or print pages provided for educational, non-commercial purposes and use only. You are reminded to abide by the terms or restrictions as they may apply to particular third-party publications, databases, photos or other materials published on any other website are acknowledged accordingly.

## LINKS TO THIRD-PARTY WEBSITES

Some pages refer to third-party websites. These links are provided for your information and convenience only. The links do not imply that Asian Canadian Educators Network (ACENet) necessarily endorses the organizations or agrees with the views expressed therein.

## CONTACT

For more information, please contact [acenetcanada@gmail.com](mailto:acenetcanada@gmail.com) Website: <https://www.acenetedu.ca/>

# **CONTENTS**

**Introduction**

**FAQs**

**Representation Matters; Voice Matters**

**Curriculum Expectations**

**Primary & Junior Resources**

**Primary & Junior Learning Activities**

**Intermediate & Senior Resources**

**Intermediate & Senior Learning Activities**

**Website Resources**

**References**

# Introduction

The creation of this resource is a recognition of the compelling need to address diversity in learning resources: fiction, non-fiction, poetry, essays, songs, films with the diversity of Canadian students; and the importance of connecting school learning with learners' community-embodied knowledge and their lived experiences.

With texts, about and by Asian Canadians, as the nexus, this resource equips and supports educators and administrators to see possibilities in the curriculum. This resource enables learners to reach back into their histories, reflect on their peoplehood, and make meaning with their communities as an important part of moving into the future as engaged Canadian and global citizens.

Addressing the gap in Asian Canadian perspectives in curriculum expectations, learning resources, and activities is a necessary step in the right direction of shifting learning that includes Asian Canadian voices as part of culturally relevant and responsive learning for all students, not just those who identify themselves as Asian Canadians.

# FAQs

## Who are Asian Canadians?

Asian Canadians comprise the largest and fastest-growing minority group in Canada. Asian Canadians are considered visible minorities and may be classified as East Asian Canadians, South Asian Canadians, Southeast Asian Canadians, or West Asian Canadians. Asian Canadians represent more than thirty different nationalities and ethnic groups. Furthermore, within a single nationality, there are significant differences in regional dialect, religion, class background, educational level, political perspective, and distinctions based on generation, gender, and lifestyle orientation.

- Statistics Canada

## What is the purpose of the Asian Canadian Perspectives Resource?

The role of Asian Canadians and our contributions need to be highlighted and amplified in student learning because they have been ignored and excluded from Canadian curricula. At the same time, it is necessary to reclaim our identity and belonging by taking back our narratives, in Canada, to eliminate anti-Asian sentiments and stereotype tropes. By cultivating awareness of the inequalities experienced by various Asian Canadian communities, we also disrupt the monolithic myth which overlooks the issues of barriers to and disparity in income, housing, healthcare, education, employment and career pathways, to name a few.

## What are the goals for the Asian Canadian Perspectives Resource?

- Explore and make visible the struggles and contributions of Asian Canadians, as an essential part of Canadian history
- Examine the connections between identity, culture, community, and belonging
- Recognize Asian civilizations and culture in shaping ways of living, knowing, and human knowledge
- Highlight the intersectionality between race and gender, faith, socioeconomic status, ability, sexual orientation
- Shift the use of learning resources for all young people from “about” written by non-Asians to include written by Asians
- Serve as a resource for collaboration with other racialized groups, extending representation to include Asian content, voices, and perspectives.

## How is the Asian Canadian Perspectives Resource aligned with Canadian curriculum?

The resource supports culturally responsive and relevant learning, central to provincial policies on equity, diversity and inclusion. The resources are pathways to implement the Kindergarten to Grade 12 curriculum, specifically in Language Arts and Social Sciences.

## **How could the Asian Canadian Perspectives Resource be used by educators?**

Sample learning activities with suggested texts and media are provided in this resource. The activities serve as possibilities for how Kindergarten to Grade 12 educators could use resources created by Asians to develop children and youth criticality, historical cultural and racial literacy, and ways of meaning making about our natural and man-made worlds.

## **How could the Asian Canadian Perspectives Resource be used by parents?**

- Reading and viewing with and together
- Engage in family book talk
- Using texts as mirrors, windows, and sliding doors to understand themselves and others
- Nurture the joy and love of reading

## REPRESENTATION MATTERS VOICE MATTERS

Culturally Relevant Responsive Pedagogy (CRRP) is about how learning happens and the centrality of all learners to see themselves, their history, people, place, and time in what and how they learn. It is also about schools and classrooms as inclusive environments where no student needs to ask where do I belong? do I belong? when the learned curriculum and conditions of learning are foreign and disconnected to their life and communities.

CRRP is about breaking down structural barriers to achievement and success in school and life. CRRP is about dismantling the dangers of a single story (Chimimanda Adichie 2007). It is about challenging the status quo: rebooting, rethinking and reimagining school learning that centres equity, diversity, and inclusion in authentic ways for all learners. It is about nurturing intellectual curiosity, critical literacy, creativity in multi-perspectivity, and informed and engaged civic responsibility.

The six voices are echoes of school experiences of Asian Canadians where there is a loud absence of representation, and at worst negative and miscued representations that differ from how Asian Canadians see self and their communities. This resource is taking a step towards enabling an essential change.

### A Sign of Bravery Virginia Pang

While reviewing Asian Canadian resources, I came across this: **“Do you know what a foreign accent is? It’s a sign of bravery.”** by Amy Chua, *Battle Hymn of the Tiger Mother* (2011).

This quote resonates with me as I had the first-hand experience of having a heavy accent when I first arrived in Canada as an international/visa student more than 40 years ago. I started school as a Grade 13 high school student. At that time, my educational experience was full of challenges and frustrations. I remembered when asking a question in class, my classmates would turn around to look for the person with the strange sounds. Teachers all seemed to have a hard time understanding my questions.

Fast forward 40+ years later, as I reflected on my own professional experience as an educator and administrator, I have encountered numerous students as well as staff who were recent immigrants. Each one of them has their own story of how and why they immigrate to Canada. Their relentless efforts and resilience to adversities which enabled them to learn, grow and adapt to the Canadian education system and culture, have never failed to amaze me. As an educator, I always feel that it is my moral obligation to acknowledge immigrant students' struggles, remove hurdles and support their learning so they can be included in every aspect of our society. Their endurance should be recognized, their efforts should be acknowledged and their accomplishments must be celebrated. Their valuable lived experiences and cultures have enriched our communities and enabled us to build a more tolerant and inclusive society.

Next time you encounter a person with a foreign accent, please remember that the person “is a sign of bravery”.

## Compassion for Self and 'Other'

### Joshua Lim

As a second-generation Canadian growing up in the suburbs of a predominantly Chinese neighbourhood in the Greater Toronto Area, I did not face the racism my parents dealt with growing up in Toronto in the 60s. If anything, I remember my Chinese friends teasing me about how westernized I was.

It was not until I left home for university, did I get a sample of what my parents and other Asians had faced. In an environment where I was a minority in the truest sense, my supposedly westernized upbringing did not preclude my physical appearance from denoting my race.

One girl was surprised at my English proficiency during the orientation week, even though that is the only language I know. I heard classic stereotypical teases about Chinese people from my varsity soccer teammates. However, my privilege allowed me to brush off these experiences. Ironically, the experience that motivated me to engage in anti-racism education occurred at school.

I was leaving my Grade 4 practicum at lunch, hurrying to catch the bus to make it back to my university for class. As I went down the hall, I heard the stereotypical 'Ching Chong' sounds. Stunned to actually hear those sounds and even more so when I turned around to see three young students. I didn't address it. The rush of emotions was shock, embarrassment, and the urge to make it back to class on time. On the bus ride I tried to rationalize the situation almost in an attempt to try and defend them. I must have heard wrong. It is 2017, no way such an archaic slur would still be used and not by these young kids, right? I became angry with myself for not addressing the incident on further reflection. I thought about the one East Asian student in my practicum class and how if those young kids were able to be racist to me, an adult, what could they do to him, or what would they do to others as they got older. This poignant moment highlighted how my privileges had sheltered me and made me unaware of the inequities I faced. It made me realize how critical, culturally relevant and responsive teaching is.

This resource helps Asian Canadians feel reflected in their learning, belonging to our society, and proud of their culture and identities. Perhaps equally important is that it helps non-Asian Canadians learn about Asian Canadian perspectives and not see Asian-ness as foreign, less than, or a subject of discrimination.

**These are not snap-shots of time and place gone by, but essential linking of the past with the present to raise critical consciousness about curriculum policy, education practices, and representation.**

## Opening the Door to Belonging

### Sandy Yep

Growing up in a white neighborhood of Montreal, I loathed my 'Chinese-ness'. Nothing in the curriculum reflected my identity. Representation didn't matter - until I picked up the one library grade book [Five Chinese Brothers](#) - a 1938 story depicting kowtowing 'yellow-skinned' brothers looking all the same. My disdain for that book fueled my self-hatred.

There is a compelling need for curriculum resources to reflect the rich, varied, wonderful experiences of Asian Canadians. For too long, these stories have been untold or worse, told by others. There should be no surprise if students deny their identity when they don't see themselves reflected in books, or their stories minimized or worse, depicted as stereotypical tropes.

In my 20's I read for the first time a book by a Chinese-Canadian author. Paul Yee's [Teach Me to Fly Skyfighter](#) spoke about growing up in Vancouver's Chinatown, the joys and frustrations growing up Chinese and Canadian. This book was a window to my identity, or a door opening to my sense of belonging.

Surveying these wonderful titles: '*I dream of Poh Poh*', '*Eyes that Kiss the Corners*' the younger me wishes to have read these stories. The older me can now reclaim and take back a narrative suppressed a very long time ago.

---

## **My Equity Journey** **Nandanee Sawh**

My personal identity is represented from multiple intersectionalities. My ancestors immigrated from India and China and migrated to Guyana as indentured slaves.

My parents and grandmothers immigrated to Canada to provide opportunities to the future generations. At the age of seven, I started school in the York Region District School Board (YRDSB) and remained a student in YRDSB until graduation of high school. I have been an educator with the Toronto District School Board for over twenty years.

My first personal experience of racism was encountered as a teaching candidate during my practicum. At the time this was a huge dissonance between my understanding of education providing opportunities for people of colour and how educational institution perpetuates systemic racism.

This experience, and many more, continue to shape my personal and professional identity. From these experiences, I have learned not to focus on the trauma, but to use this to drive change by ensuring equity work continues.

It is important for student voices and identities be represented in the resources available to educators and students. It is how we grow and learn together by asking questions and naming acts of racism and oppression with the intention to ultimately eradicate them.

---

---

## **Growing Up** **Kien Nam Luu**

Growing up in Toronto was a fascinating experience.

Within my school and community, families came from all over the world. We learned to share our backgrounds and cultures, for many of us were first generation settlers. One of my best memories was the multitude of foods and ways of food preparation and cooking by different ethnicities from around the world. Being able to sit at a table and share a meal together built relationships and community. We reminisced about how our families arrived to Canada and freely shared our dreams and aspirations for each other.

Though our community was diverse, with people from Vietnam, China, India, the Philippines, Greece, Macedonia, and Black and Indigenous Peoples, our textbooks and curriculum did not have the same diversity. What we learned was a Eurocentric perspective of the world.

Culturally responsive teaching, although a part of teacher education and development, its implementation in schools and classrooms has been sporadic and uneven. The inclusion of Asian Canadian perspectives in culturally responsive curriculum implementation is, at best, in its infancy. Indeed, more needs to be done.

This resource provides critical consciousness of Asian points of views, stories, and voices. It provides education practitioners and leaders with a tool, one of many, to better embed Asian perspectives in K-12 student learning, and as important in teacher education and professional development.

---

## A Sign of Pride

### Linda Kwan

Experiencing racism while growing up in Toronto caused me to be embarrassed of being Chinese. This internalized racism where I accepted the white racial frame of my culture being inferior, or at the very least “othered”, had created a lot of harm.

I remember that children would make fun of the way we spoke by singing a very nasal “ching chung chong” chant so I had gradually stopped speaking Kaipingese and Cantonese with my friends. I had also stopped speaking it with my parents and that created a language barrier that we are still trying to correct today. It is unfortunate that to this day, I still have not attained the speaking fluency of my dialect that I had when I was eight years old.

During the ‘80s and ‘90s, there was a group of us who were constantly striving to have a Canadian accent as our white peers would mock our words by exaggerating the way we might pronounce certain sounds. For example, they would say, “Leenda ease not having fun.” This feeling of “less than” continues to haunt me when I hear my Chinese accent in certain words I use.

I was embarrassed of our cultural celebrations and food. I remember one time in high school when one of my classmates performed the lion dance on stage. I was so embarrassed for him, thinking that others would make fun of him and of Chinese people, too. No one did; everyone encouraged him and said that he was very athletic and did a great job. I still have to remind myself that it is okay to celebrate things Chinese without the fear of recrimination.

There was no one like me in the stories that I read: *Amelia Bedelia*, *Curious George*, *Ramona and Beezes*, *Tales of a Fourth Grade Nothing*. It is not even sufficient to have one mirror, one window, and one sliding door for children growing up in this global village. It is important that we offer children many opportunities to see themselves reflected in literature, to look into the windows of others who are different from them, and to walk through doorways in order to interact with various cultures (Gultekin & May, 2019). It is necessary that we allow children to counter the narratives of the dominant single stereotypes that depict us from a white perspective. It is essential that we start critical conversations about identity, immigration, refugees, citizenship, family structure, sexual orientation, and other politicized topics.

This resource is a starting point for offering many mirrors, windows, and sliding doors for children as they grow in our global village. Let us have our children show signs of pride in their cultural identity.

#### Reference

Gultekin, M. & May, L. (2019). Children’s Literature as Fun-House Mirrors, Blind Spots, and Curtains. *The Reading Teacher*, 73(3), 627-635.

## **3.0 CURRICULUM EXPECTATIONS**

This section of the resource identifies from the Social Studies / Social Sciences and Humanities Curriculum of British Columbia, Alberta, Ontario, and New Brunswick curricula expectations with which educators and administrators could take pathways to introduce interactively the inclusion of Asian Canadian histories, voices, perspectives into what and how students learn. When you do, you will not only be contributing to relevant and responsive learning for students who identify themselves as Asian Canadians, but to the development of shared Canadian historical cultural and racial literacy by all.

# CURRICULUM: Social Sciences

## British Columbia, Alberta, Ontario, New Brunswick

### BRITISH COLUMBIA

<https://curriculum.gov.bc.ca/curriculum/social-studies>

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en\\_social-studies\\_10\\_core\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_10_core_elab.pdf)

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en\\_social-studies\\_11\\_explorations-in-social-studies\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_11_explorations-in-social-studies_elab.pdf)

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en\\_social-studies\\_12\\_asian-studies\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_asian-studies_elab.pdf)

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en\\_social-studies\\_12\\_social-justice\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_social-justice_elab.pdf)

### Social Studies K-10

**Core Competencies** are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. They include

- Thinking: Creative thinking; Critical thinking
- Communication
- Personal and Social: Positive Personal/Cultural Identity; Personal Awareness and Responsibility; Social Awareness and Responsibility

### Big Ideas

- Our communities are diverse and made up of individuals who have a lot in common.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.
- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

### Curricular Competencies

- Construct arguments defending the significance of individuals / groups, places, events and developments; Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values and motivations (Gr 4,5,6)
- Assess the significance of people, places, events, or developments and compare varying perspectives on their historical significance at particular times and places, and from group to group; Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (Gr 7,8,9,10)
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive and multicultural society (Gr 10 Canada and the World)

## **Grade 11 Explorations in Social Studies: Political Studies, Genocide Studies, Philosophy**

### **Big Ideas:**

- Understanding how political decisions are made is critical to being an informed and engaged citizen (from political studies 12)
- The intentional destruction of peoples and their cultures are not inevitable, and such attempts can be disrupted and resisted (from genocide studies 12);
- Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs (from philosophy 12)
- Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures (adapted from comparative cultures 12)
- Social justice initiatives can transform individuals and systems (from social justice 12)

### **Curricular Competencies:**

- Assess the significance of people, places, events, phenomena, ideas or developments (significance); Infer and explain different perspectives on people, places, events, phenomena, ideas or developments (perspective)

### **Content:**

- Current issues in local, regional, national or global politics as represented in mass media (adapted from political studies 12);
- Recognition of and response to genocide (from genocide studies 12);
- Study of existence and reality (adapted from philosophy 12);
- Rights of individuals in Canada (adapted from law studies 12);
- Methods uses by individuals, groups, and organizations to promote social justice (adapted from social justice 12)

## **Grade 12 Social Studies: Asian Studies: 1850 – present**

### **Big Ideas:**

- The breadth and diversity of Asia's physical and human resources have contributed to the development of distinct and disparate political, cultural, and economic regions in the 20th century;
- Colonialism, imperialism and resource disparity have been the primary reasons for conflict and movement of peoples in Asia;
- Ethnic, regional, and national identities, shaped in part by geography and migration, exert significant political and cultural influence in Asia;
- Rapid industrialization, urbanization, and economic growth in Asia in the late 20th century have created complex environmental challenges.

### **Curricular Competencies:**

- Assess the significance of people, location, events or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance);
- Explain different perspectives on past or present people, locations, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

**Content:**

Defining Asia; Migration within and away from Asia; Impact of colonialism in South, East, and SE Asia; Chinese Revolution; India independence movement; WWII in the Pacific; India-Pakistan partition; creation of Bangladesh; Korean War; Vietnam War; Sri Lankan ethnic and civil war

**Grade 12 Social Studies: Social Justice****Big Ideas:**

- Social justice issues are interconnected; Individual worldviews shape and inform our understanding of social justice issues;
- The causes of social injustice are complex and have lasting impacts on society; Social justice initiatives can transform individuals and systems.

**Curricular Competencies:**

- Assess and compare the significance of people, places, events or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance);
- Explain different perspectives on past and present people, places, issues and events, and distinguish between worldviews of the past or present (perspective)

**Content:**

- Self-identity and an individual's relationship to others (e.g. privilege and power; diverse belief systems and worldviews of minority groups; inclusive and non-inclusive language;
- Social justice issues: connections between and among such issues as race, poverty, LGBTQ rights, status of women, peace and globalization, other marginalized and vulnerable groups;
- Social injustices in Canada and the world affecting individuals, groups, and society;
- Processes, methods and approaches individuals, groups, and institutions use to promote social justice e.g. activism, advocacy and ally-building; social media and technology, schooling and education.

## **ALBERTA**

<https://education.alberta.ca/media/3273004/social-studies-k-6-pos.pdf>

<https://education.alberta.ca/social-studies-k-6/programs-of-study/>

<https://curriculum.learnalberta.ca/curriculum/en/c/sss6>

<https://www.learnalberta.ca/ProgramOfStudy.aspx?ProgramId=564423#96987>

### **Social Studies K-12**

#### **Program Rationale & Philosophy**

Social studies provide opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society.

Social studies help students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

#### **Program Vision**

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21<sup>st</sup> century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

#### **Definition of Social Studies**

- study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines.
- fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind.
- is integral to the process of enabling students to develop an understanding of who they are, what is they want to become and the society in which they want to live.

#### **Values & Attitudes**

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice

- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world

### **Knowledge & Understanding**

- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society

### **Sense of being a citizen**

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

understand the complexity of identity formation in the Canadian context

- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

### **Pluralism: Diversity & Cohesion**

- foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada.
- recognition of diversity of experiences and perspectives, and how diversity and differences are assets that enrich our lives.
- provides processes that students can use to work out differences, drawing on the strengths of diversity
- a commitment to respecting differences and fostering inclusiveness; an understanding and appreciation for shared values;
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.
- Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include: First Nations, Inuit and Métis cultures; official bilingualism; immigration; multiculturalism.
- Social cohesion is manifested by respect for: individual and collective rights, civic responsibilities, shared values. democracy, rule of law, and diversity.

### **Controversial Issues**

- Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely

disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

- Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open mindedly and respectfully examine different points of view and to make sound judgments.
- Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

## ONTARIO

<http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

### Social Studies 1- 6, History & Geography 7 & 8

#### Program Vision

The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.

#### Program Goals Social Studies 1-6

Developing a sense of who I am, and who we are; Where have I come from? What makes me belong? Where are we now? How can I contribute to society?

Students will work towards:

- developing an understanding of responsible citizenship;
- developing an understanding of the diversity within local, national, and global communities, both past and present;
- developing an understanding of interrelationships within and between the natural environment and human communities;
- developing the knowledge, understanding, and skills that lay the foundation for future studies in geography, history, economics, law, and politics;
- developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues

#### Program Goals History 7 & 8

Developing a sense of time - Who are we? Who came before us? How have we changed?

Students will work towards:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;
- analysing how people from diverse groups have interacted and how they have changed over time
- understanding the experiences of and empathizing with people in past societies;
- developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources

#### Program Goals: History Grade 10 Academic / Applied Canadian History since WW1

#### Canada 1914 - 29

**Social, Economic Political Context Big Idea:** National and international events, trends, and developments during this period affected various groups and communities in Canada in different ways

**Communities, Conflict, and Cooperation Big Idea:** This was a period of major conflict and change in Canada and abroad.

**Identity, Citizenship and Heritage Big Idea:** During this period, pre dominant attitudes towards women,

immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.

**Framing Questions:**

- Why might different individuals and communities in Canada view the same event, trend, or development in different ways? Why might we view it differently now?
- In what ways did government policy during this period create or contribute to divisions in Canadian society?
- In what ways did the lives and struggles of different individuals, groups, and communities help shape Canada during this period? What lasting impact did they have on Canada?
- What people and events contributed to the evolution of identities and citizenship in Canada during this period?

**Canada 1929 - 45**

**Social, Economic Political Context Big Idea:** Major events during this period, including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.

**Communities, Conflict, and Cooperation Big Idea:** This was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries. This period was marked by increasing tensions between different groups and communities within Canada and between Canada and other countries.

**Identity, Citizenship and Heritage Big Idea:** The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.

**Framing Questions:**

- Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period?
- How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?
- Did the Canadian government respect the human rights of all people during this period? What impact did events during this period have on Canada's response to later human rights issues? What were the consequences of Canada's involvement in World War II for Canada as a whole and for different individuals, groups, and communities in Canada?
- How did the lives of people in Canada change during this period? Did people in all regions of Canada experience the same degree of change?
- How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period? Whose voices dominated in Canada at this time? Why did all voices not carry the same weight?

**Canada 1945 – 82**

**Social, Economic Political Context Big Idea:** Canadian society experienced major changes during this period, as a result of a variety of national and international social, cultural, and political factors.

**Communities, Conflict, and Cooperation Big Idea:** Although this period was marked by conflict and tensions, both nationally and internationally, Canada also participated in cooperative ways in the international community

**Identity, Citizenship and Heritage Big Idea:** This was a time of major transformation in identities in Canada. During this period, Canada evolved into a multicultural country with a developing welfare state.

**Framing Questions:**

- What impact did international politics and movements during this period have on the quality of life of people in Canada?

- Why do times of change lead to both conflict and cooperation?
- What factors contributed to the development of social movements in Canada during this period?
- In what ways did colonialist government policies continue to have an impact on FNMI individuals and communities during this time?
- Which event or development during this period made the most significant contribution to the development of identities in Canada? What criteria can we use to make that judgement?

### **Canada 1982 - present**

**Social, Economic Political Context Big Idea:** National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada. National and international events and developments since 1982 have affected the lives of all people in Canada, but not in the same ways.

**Communities, Conflict, and Cooperation Big Idea:** Historical factors continue to influence interactions and relationships between different groups, communities, and governments in Canada.

Interrelationships between different groups and communities in Canada have changed over time

**Identity, Citizenship and Heritage Big Idea:** Various social and political developments and events, as well as cultural icons, have had an impact on the development of heritage in Canada in these years. The story of Canada has been, and continues to be, shaped by the various individuals, groups, and communities in this country.

#### **Framing Questions:**

- What impact have changing demographics had on different groups in Canada since 1982? What impact has regionalism had on Canada and on identities in Canada?
- Why have people in Canada become more aware of the impact of hundreds of years of colonialist policy on Indigenous individuals and communities?
- Which individuals or groups made the greatest contribution to heritage in Canada during this period? How can we measure that contribution?
- In what ways did social welfare programs help people in Canada? Did they help all people equally?
- Why did some people in Canada view the rise in immigration during this period as a threat?
- In what ways did colonialist government policies continue to have an impact on FNMI individuals and communities during this time?
- Which individual or event made the most significant contribution to the development of identities in Canada during this period?
- What were the biggest changes in the lives of people in Canada in the recent past? What factors led to those changes?
- Where do you see yourself in the Canadian narrative? In what ways have different individuals and events contributed to the development of identities in Canada?
- What actions have some individuals and communities been taking to change the colonial relationship between Indigenous and non-Indigenous people in Canada?

### **Civics (Politics) Grade 10**

#### **Civic Awareness Framing Questions:**

- What is the relationship between people's beliefs and values and their positions on civic issues?
- Why is it important to understand how political structures and processes work?
- What are some ways in which I can make my voice heard within the political process?
- In what ways does the Canadian Charter of Rights and Freedoms protect me?
- What responsibilities come with these rights?

### **Civic Engagement and Action Framing Questions:**

- Why should I care about issues in my community?
- What contributions can I make to my community?
- What is the most effective way to voice my position on a civic issue?
- What can I do to make a difference in the world? How will I know whether my actions have been effective?

### **Citizenship Framework**

#### **Ways of Developing Citizenship Knowledge, Skills, Attitudes**

- **Structures – Power and systems within societies**  
Develop an understanding of the importance of rules and laws; Develop an understanding of how political, economic, and social institutions affect their lives; Develop an understanding of power dynamics; Develop an understanding of the dynamic and complex relationships within and between systems.
- **Active Participation – Work for the common good in local, national, and global communities**  
Voice informed opinions on matters relevant to their community; Adopt leadership roles in their community; Participate in their community; Investigate controversial issues; Demonstrate collaborative, innovative problem solving; Build positive relationships with diverse individuals and groups
- **Identity – A sense of personal identity as a member of various communities**  
Identify and develop their sense of connectedness to local, national, and global communities; Develop a sense of their civic self-image; Consider and respect others' perspectives; Investigate moral and ethical dimensions of developments, events, and issues
- **Attributes – Character traits, values, habits of mind**  
Explore issues related to personal and societal rights and responsibilities; Demonstrate self-respect, as well as respect and empathy for others; Develop attitudes that foster civic engagement; Work in a collaborative and critically thoughtful manner

#### **Origins and Citizenship: The history of a Canadian Ethnic Group Grade 11**

Note: This course is to be developed and delivered with a focus, to be determined by the school, on the history of a specific ethnic group that now lives in Canada. However, with the school's approval, teachers may wish to allow some students to focus on one group, while other students focus on a different group.

- **The Ethnic Group in Its Region of Origin Big Ideas:** A variety of structures and events shaped the historical development of different groups in their country of origin; Interactions between groups and between human and natural systems have intended and unintended consequences; Culture and identity are not static.  
**Framing questions:** What is culture? What components make up culture? Are they the same or every ethnic group? How do we identify, and determine the importance of, turning points in an ethnic group's history? How do communities change?
- **Factors Influencing Migration to Canada Big Ideas:** There were often significant catalysts that led a person or a group of people to leave their home country; Institutional racism and denial of rights often led to emigration; Immigration is the result of a combination of many factors, both personal and political.  
**Framing questions:** Why do people emigrate? Are the reasons the same for all groups? Why might social, economic, and political factors lead to progress for some people yet decline for others within

the same community? What catalyst or catalysts led this group to immigrate to Canada? Why did this group choose Canada as its destination?

- **The Canadian Experience Big Ideas:** Historical trends as well as personal factors have influenced where immigrants have settled in Canada; Immigration to Canada has presented, and continues to present, challenges as well as opportunities; Immigrants have made many significant contributions to Canada.  
**Framing questions:** What impact did immigration to Canada have on people from this ethnic group? Why have members of this community chosen to live where they do? Is Canada a welcoming country? How has this ethnic group contributed to Canada and the development of Canada's global identity? Are all contributions given equal treatment in Canada's narrative?
- **The Ethnic Group in Contemporary Canada Big ideas:** Issues in their region of origin can continue to affect immigrants in Canada; Canadians have not always welcomed those they perceived as different or unassimilable; Balancing tradition with new cultural and social ideas is challenging.  
**Framing questions:** How have Canadian society and governments responded to the presence of ethnic and racial minorities? What is the place of this community in Canada's narrative? Should Canada's narrative be re-examined?

#### **Canada: History, Identity, and Culture Grade 12**

- **Canada, Origins to 1774 Big Ideas:** The struggles of early European settlers to form political, economic, and social systems, and their impact on Aboriginal ways of life, continue to have ripple effects today; The relationship between First Nations peoples and European explorers and early settlers was marked by both conflict and cooperation; The early colonial policies of France and Britain played a role in the development of Canadian heritage and identity.  
**Framing questions:** What do we know about the history of Aboriginal peoples of Canada prior to their contact with Europeans? How has the historiography of the contact experience changed over time? What criteria could we use to judge the long-term impact on Canada and Canadian identity of shifting relationships between First Nations peoples and Europeans? Have the experiences of all groups been given equal treatment in the narrative of early Canada?
- **Canada, 1774–1867 Big ideas:** British colonial policies had an impact on the social, economic, cultural, and political development of Canada; Both internal and external conflict played a role in the political evolution of Canada; Immigration played a large role in the development of Canada and of Canadian identity.  
**Framing questions:** How did British colonial policies help shape events and developments in Canada at this time? How does their legacy continue to play a role in Canada today? What contributed to the deepening divide between British and French in British North America during this period? Was Canada a haven for immigrants during this period?
- **Canada, 1867–1945 Big ideas:** Government policies as well as popular reform and cultural movements all contributed to the development of Canada during this period; During this period, Canada's military activities and social reform movements were major factors shaping the new nation; Immigration policies, assimilationist ideas, and regionalism in Canada led to the inclusion of some groups and exclusion of others.  
**Framing question:** What criteria could we use to rank the impact of key events, trends, and/or developments from this period on Canadian identity? On balance, did World War I and World War II

unify or divide Canadians? Should governments apologize and/or compensate people for past injustices?

- **Canada since 1945 Big ideas:** International ideas, issues, and developments have presented increasing challenges to Canada's economy, culture, and identity; As the pace of global change quickens, Canada has had to respond and change with it; During this period, multicultural and welfare state policies have helped to shape Canadian identity, at home and abroad.  
**Framing questions:** In what ways have international trends, issues, and developments helped to shape Canadian political, economic, and social policy and reform movements? What social and political conflicts came to the fore in these decades? Is Canada's reputation as a humanitarian nation merited? How has Canadian identity changed as a result of modern immigration and multiculturalism policies?

## NEW BRUNSWICK

[https://www.gov.nl.ca/education/files/k12\\_curriculum\\_documents\\_socialstudies\\_social.pdf](https://www.gov.nl.ca/education/files/k12_curriculum_documents_socialstudies_social.pdf)

<https://www.nbpschools.net/Page/1043>

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/General/CompanionDocument-Grade9-10.pdf>

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/SocialStudies/ModernHistory111-112-113.pdf>

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/SocialStudies/WorldIssues120.pdf>

[https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone\\_sector/curriculum\\_anglophone.html](https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/curriculum_anglophone.html)

### **Social Studies Program Vision and Focus**

**Vision:** The Atlantic Canada social studies curriculum will enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

**Curriculum Focus:** An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embody the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and as citizens of Canada and of an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies present unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world and through participation in the democratic process improve society.

### **Social Studies Framework entry - grade 9**

The framework for the social studies curriculum outlines general curriculum outcomes, organized in terms of conceptual strands, as well as processes, with attitudes embedded within both. This organization clarifies for students, teachers, parents, and administrators the attitudes, knowledge, and skills that students are expected to develop at key stages in their education.

Social studies are composed of these three interrelated and inseparable components. Knowledge is organized within six conceptual strands:

- \* Citizenship, Power, Governance
- \* Culture and Diversity

- \* Interdependence
- \* Individuals, Societies and Economic Decisions
- \* People, Place and Environment
- \* Time, Continuity and Change

Skills are organized and elaborated upon in three processes: Communication, Inquiry, and Participation. The development and understanding of attitudes is embedded within both the strands and the processes; and consist of attitudes, values, perspectives.

### **Ancient Medieval History Grade 10**

Introductory

Unit 1: The Journey Begins

Unit 2: Civilization: The First Steps

Unit 3: The Glory that was Greece

Unit 4: The Grandeur that was Rome

Unit 5: The Middle Ages: Collapse and Recovery

Unit 6: Emergence of Modern Era

In keeping with this outcome, students may be expected to:

- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply these understandings in planning for the future.
- demonstrate understanding of human rights and recognize forms of discrimination.
- demonstrate understanding of the principles of just, pluralistic, and democratic societies.
- demonstrate understanding of their own and others' cultural heritage, cultural identity, and the contribution of multiculturalism to society.

The study of Ancient-Medieval and Early Modern History is expected to provide students with an understanding of the roots of modern civilization, the ideas, values, institutions, and traditions which shape the past and continue to shape the present. It helps us understand who we are, why we believe what we do, and why we have the institutions we have.

In studying the variety of beliefs and practices which emerged in ancient and early modern times, students are provided with a point of reference which may give direction to consideration for the future.

An analysis of the class structure of ancient Egypt, the practices of slavery in Greece, the laws of Rome, and the role of medieval women leads students to a consideration of the principles of human rights and the many forms of discrimination.

A study of Pericle's Athens encourages students to identify the criteria for a just, pluralistic, and democratic society.

An examination of the many examples of cultural diffusion and cultural borrowing during the early periods of history helps students recognize the hybrid nature of their culture and the interdependent nature of our world, even in the distant past.

## **Modern History 111, 112, 113**

**Six Historical Thinking concepts** are designed to help students think more deeply and critically about the past as well as their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the specific curriculum outcomes. A brief description of the concepts follows:

**1. Historical Significance** – looks at why an event, person, or development from the past is important. E.g., what is the significance of a particular event in history? What would have happened if this person [historical figure] had not existed?

**2. Evidence** – looks at primary and secondary sources of information e.g., what can we learn from a news article about D-Day? To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry, for example, then would be asked about an artefact.

**3. Continuity and change** – consider what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?). Includes chronology and periodization, which are two different ways to organize time and which help students to understand that —things happen between the marks on a timeline.

**4. Cause and Consequence** – examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how has the exchange of technologies over time changed the traditions of a culture?) This concept includes the question of —agency, that is, who (what individual or groups) caused things to happen the way they did?

**5. Historical Perspective** – any historical event involves people who may have held very different perspectives on the event. For example, how can a place be found or —discovered if people already live there? Perspective taking is about trying to understand a person 's mind set at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.

**6. Ethical Dimension** – assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today. For example, the Canadian government issuing reparations and an apology concerning Residential Schools. The formal apology issued in 2006 by the Canadian government to the Chinese Canadian community for the use of a head tax and the exclusion of Chinese immigrants to Canada: —we fully accept the moral responsibility to acknowledge these shameful policies of our past – Prime Minister Stephen Harper. Perspective taking and moral judgement are difficult concepts because both require suspending our present-day understandings/context. (Seixas, 2006)

Modern History 111, 112, 113

Unit 1: French Revolution; Industrial Revolution

Unit 2: Nationalism and Negotiation; Destruction and Disillusionment

Unit 3: Totalitarianism and Total War; Crimes against Humanity; War by Proxy

## **World Issues 120**

**The World Issues 120 curriculum outcomes:**

**1. Citizenship, governance, and power:** Students will be expected to demonstrate an understanding of the rights and the responsibilities of citizenship and the origins, functions, and sources of power,

authority, and governance.

**2. Individuals, societies, and economic decisions:** Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

**3. People, place, and environment:** Students will be expected to demonstrate an understanding of the interactions among people, places and the environment.

**4. Culture and Diversity:** Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

**5. Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

**6. Time, Continuity and Change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and future.

**Outcomes:** The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCOs) are overarching statements about what students are expected to learn in each strand/sub-strand. There are 3 general outcomes for this curriculum:

**Humanity:** Students will deepen their understanding of the world by exploring the unity and diversity of the human experience. They will examine how economic, cultural, and environmental factors have shaped remarkably different societies around the world. Students will develop a sense of common humanity that is open to diverse value systems and ways of life.

**Interdependence:** Students will learn to think critically about their own place within the interdependent systems that link humans to each other and to the natural world. They will develop an ethical perspective on important global issues and will consider the broader consequences of their own decisions and actions. They will practice the collaborative skills that are needed to tackle complex global problems.

**Geopolitics:** Students will develop an understanding of the rights and responsibilities of citizenship and will learn about the role of governance institutions at the local, national, and global levels. They will explore the origins and consequences of conflict and the strategies that have been used to diffuse and end conflict. They will become motivated to act effectively and responsibly for a more peaceful and sustainable world.

## **SECTION 4.0 PRIMARY & JUNIOR**

The resource materials in this section are selected for the insider perspective of the author and/or illustrator. The texts offer a starting point for conversations about things that matter to students. Race, representation, authenticity, identity, intersectionality, and voice all matter. No matter how difficult the conversations may be, it is essential that we have them so that every child knows he / she/ they matter.

**Introduction** The resources in this guide offer narratives from Asians and Asian Canadians/Americans. Since the article, “The All-White World of Children’s Book”, written by Larrick (1965), there has not been significant change to the depiction of people of colour in children’s literature.

According to the infographic in Diversity in Children’s Books in 2018 (Huych & Park Dahlen), only 7% of children's books portray Asians. The combination of all people of colour account only for 23%, whereas books about animals/others account for 27% and about white people for 50%.

# DIVERSITY IN CHILDREN’S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison: [ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)

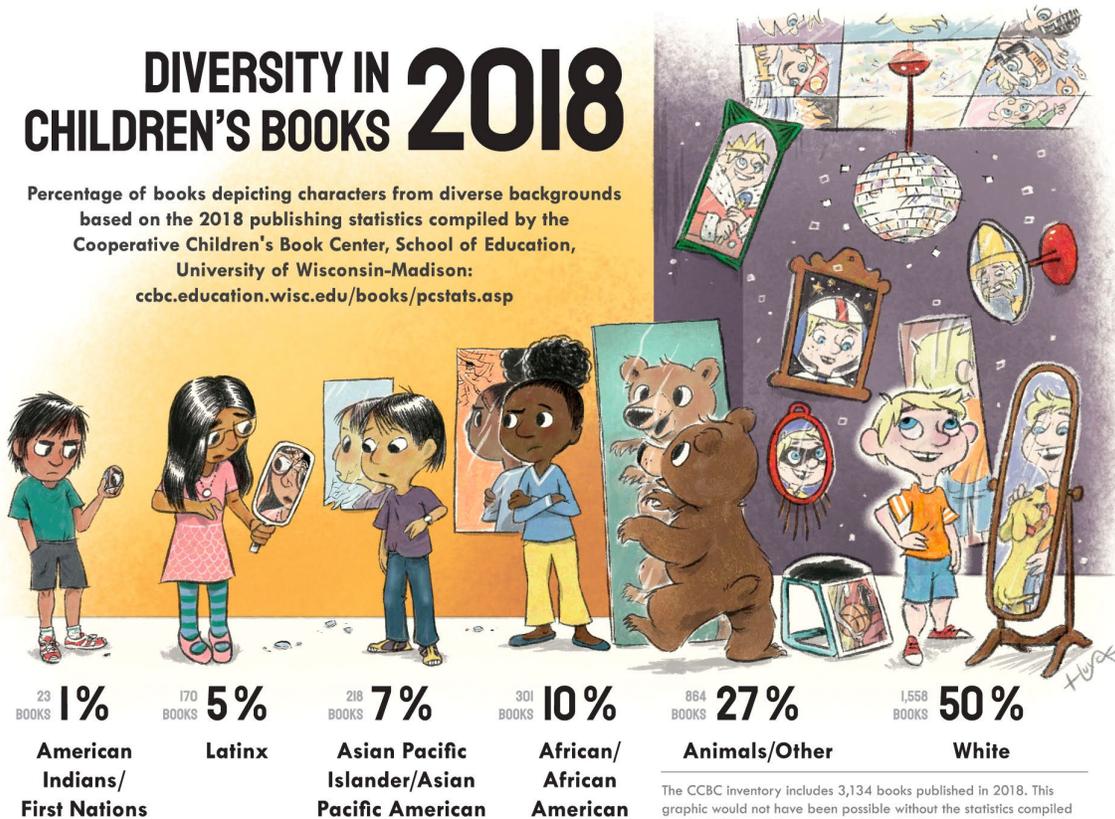


Illustration by David Huyck, in consultation with Sarah Park Dahlen  
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

It is essential that children listen to and read literature from an insider perspective that “offers multiple ways of intersecting with students’ experiences and their learning” (Gopalkrishnan, 2011, p. 34). They need validation to their stories and voices. If we want children to thrive in our global village, then the texts need to offer mirrors (where children see themselves reflected), windows (where children can see into other cultures), and sliding doors (where children can interact with other cultures) so that they can understand and have compassion for one another (Hintz & Tribunella, 2019).

## Section 4.1 Primary & Junior Books

### Asian-Americans Who Inspire Us

Author: Analiza Quiroz Wolf   Illustrator: Michael Franco

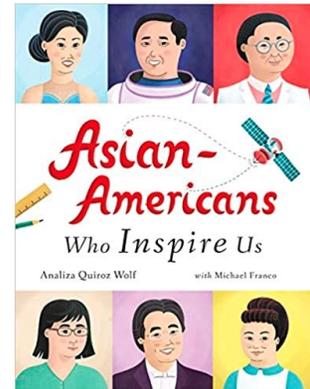
ISBN: 978-1073718184

Genre: Biography

Grades: K-8

Keywords: Asian Americans, identity, biography, change maker

**Description:** *Asian-Americans Who Inspire Us* shares engaging stories of 16 trailblazing Asian-Americans. The stories bring to life Vietnam Memorial architect Maya Lin, Olympian Kristi Yamaguchi, musician Yo-Yo Ma, astronaut Ellison Onizuka, anchorwoman Lisa Ling, activists Larry Itliong and Philip Vera Cruz, and more!



### Awesome Asian Americans: 20 Stars Who Made America Amazing

Author: Bill Amara & Oliver Chin   Illustrator: Juan Calle

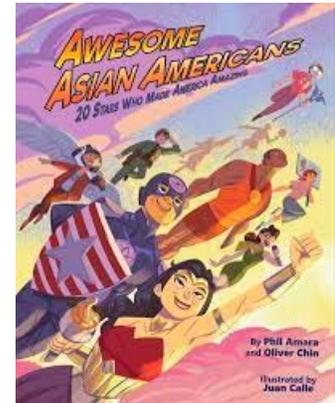
ISBN: 978-1597021500

Genre: Biography

Grades: K-8

Keywords: Asian Americans, identity, biography, racism, prejudice, stereotype

**Description:** It's about time - rebel girls, rad women, little leaders, and great guys are Asian American too! Readers will enjoy learning about 20 ground breaking citizens who have contributed to the USA.



### Bao

Producer: Disney Pixar

URL: [Pixar Animation Studios](https://www.pixar.com/movies/bao)

Genre: Animation

Grades: K-8

Keywords: Chinese, motherhood, parent-child relationship, immigrant community

**Description:** In "Bao," an aging Chinese mom suffering from empty nest syndrome gets another chance at motherhood when one of her dumplings springs to life as a lively, giggly dumpling boy. Mom excitedly welcomes this new bundle of joy into her life, but Dumpling starts growing up fast, and Mom must come to the bittersweet revelation that nothing stays cute and small forever.



## Baseball Saved Us

Author: Ken Mochizuki

Illustrator: Dom Lee

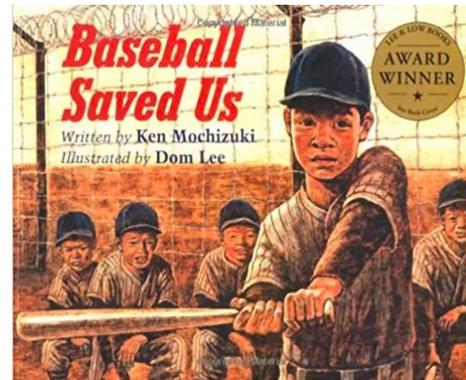
ISBN: 978-1880000199

Genre: Picture book

Grades: K-3

Keywords: Japanese Americans, internment camp, World War II, baseball

**Description:** One day my dad looked out at the endless desert and decided then and there to build a baseball field.



## Bee-Bim Bop!

Author: Linda Sue Park

ISBN: 978-0547076713

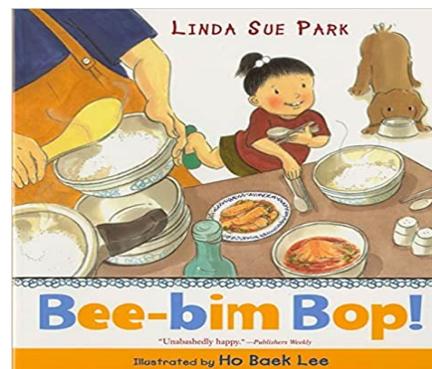
Genre: Picture book

Grades: K-3

Subjects: Language, Social Studies

Keywords: Korean food, Korean American, bee-bim bop

**Description:** Bee-bim bop (the name translates as “mix-mix rice”) is a traditional Korean dish of rice topped, and then mixed, with meat and vegetables. In bouncy rhyming text, a hungry child tells about helping her mother make bee-bim bop: shopping, preparing ingredients, setting the table, and finally sitting down with her family to enjoy a favorite meal.



## A Big Mooncake for Little Star

Author: Grace Lin

ISBN: 9780316478366

Genre: Picture book

Grades: K-3

Keywords: Mooncake, Mid-Autumn Festival

**Description**

*Pat, pat, pat...*

*Little Star's soft feet tiptoed to the Big Mooncake.*

Little Star loves the delicious Mooncake that she bakes with her mama. But she's not supposed to eat any yet! What happens when she can't resist a nibble?



## The Bracelet

Author: Yoshiko Uchida

Illustrator: Joanna Yardley

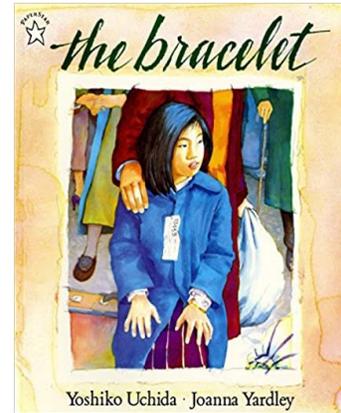
ISBN: 978-0698113909

Genre: Picture book

Grades: K-3

Keywords: Japanese Americans, internment camp, World War II, family, loss

**Description:** Yoshiko Uchida draws on her own childhood as a Japanese-American during World War II in an internment camp to tell the poignant story of a young girl's discovery of the power of memory.



## Cora Cooks Pancit

Author: Alma Fullerton (Italian-Filipina)

Illustrator: Kristi Valiant

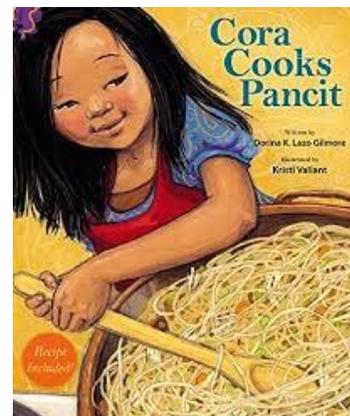
ISBN: 978-1885008480

Genre: Picture book

Grades: K-8

Keywords: Filipino heritage, food, mother-daughter relationship, capability, cooking

**Description:** Cora loves being in the kitchen, but she always gets stuck doing the kid jobs like licking the spoon. One day, however, when her older sisters and brother head out, Cora finally gets the chance to be Mama's assistant chef. And of all the delicious Filipino dishes that dance through Cora's head, she and Mama decide to make pancit, Cora's favorite noodle dish.



## Dear Juno

Author: Soyung Pak

Illustrator: Susan Kathleen Hartung

ISBN: 978-0142300176

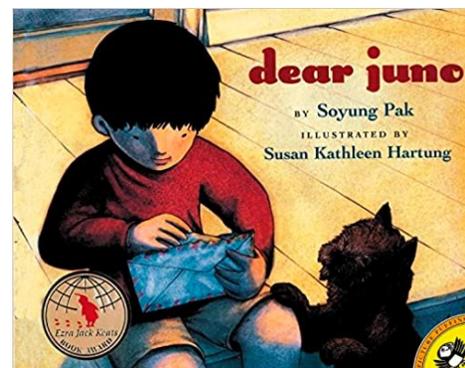
Genre: Picture book

Grades: K-3

Keywords: Korea, intergenerational relationship, writing letters, Korean culture

### Description

Juno's grandmother writes in Korean and Juno writes in drawings, but that doesn't mean they can't exchange letters. From the photo his grandmother sends him, Juno can tell that she has a new cat. From the picture he makes for her, Juno's grandmother can tell that he wants her to come for a visit. So, she sends Juno a miniature plane, to let him know she's on the way.



## A Different Pond

Author: Bao Phi

Illustrator: Thi Bui

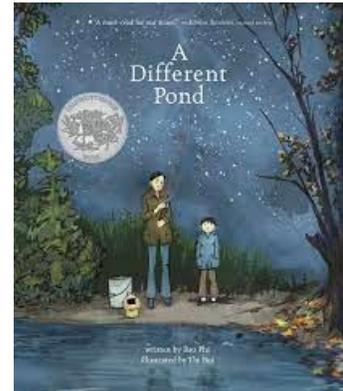
ISBN: 978-1623708030

Genre: Picture Book

Grades: K-8

Keywords: Vietnamese, voice, family, immigration, immigrant experience

**Description:** This picture book tells the immigrant experience of the author, Bao Phi. The experience is portrayed through a fishing trip with his son who was born in America and he tells the story of a different pond in Vietnam.



## Drawn Together

Author: Minh Le

Illustrator: Dan Santat

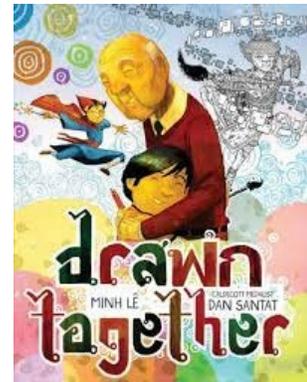
ISBN: 978-1484767603

Genre: Picture book

Grades: K-3

Keywords: intergenerational relationship, language barrier, storytelling

**Description:** When a young boy visits his grandfather, their lack of a common language leads to confusion, frustration, and silence. But as they sit down to draw together, something magical happens—with a shared love of art and storytelling, the two form a bond that goes beyond words.



## Dumpling Days

Author: Grace Lin

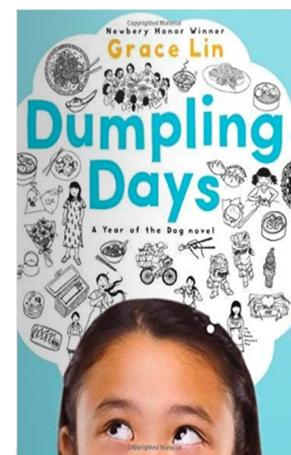
ISBN: 978-0316125901

Genre: Fiction

Grades: 3-8

Keywords: Identity, Taiwanese, Chinese, Chinese zodiac, change, prejudice

**Description:** In this sequel to *Year of the Dog*, Pacy has another big year in store for her. The Year of the Dog was a very lucky year: she met her best friend Melody and discovered her true talents. However, the *Year of the Rat* brings big changes: Pacy must deal with Melody moving to California, find the courage to forge on with her dream of becoming a writer and illustrator, and learn to face some of her own flaws.



## Eyes That Kiss in the Corners

Author: Joanna Ho

Illustrator: Dung Ho

ISBN: 978-0062915627

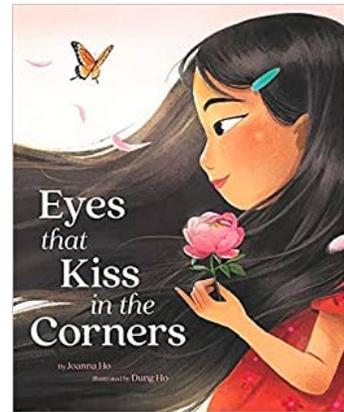
URL: [Read Aloud by Joanna Ho](#)

Genre: Picture book

Grades: K-8

Keywords: Chinese culture, self-image, self-acceptance, identity, female empowerment, self-love

**Description:** A young Asian girl notices that her eyes look different from her peers'. They have big, round eyes and long lashes. She realizes that her eyes are like her mother's, her grandmother's, and her little sister's.



## The Floating Field: How a Group of Thai Boys Built Their Own Soccer Field

Author: Scott Riley

Illustrator: Nguyen Quang & Kim Lien

Genre: Picture book

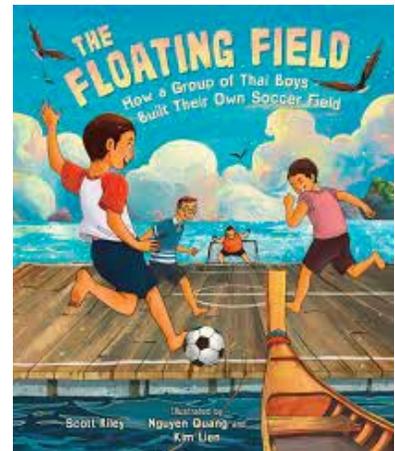
Grades: K-3

Keywords: Thai, floating soccer field, soccer, Island of Koh Panyee

Description

On the island of Koh Panyee, in a village built on stilts, there is no open space. How will a group of Thai boys play soccer?

After watching the World Cup on television, a group of Thai boys is inspired to form their own team. But on the island of Koh Panyee, in a village built on stilts, there is no open space.



## Good Night, India

Author: Nitya Khemka

Illustrator: Kavita Singh Kale

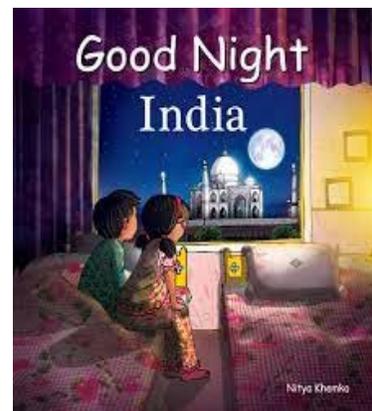
ISBN: 978-1602194779

Genre: Picture book

Grades: K-8

Keywords: India, natural wonders, cultural wonders, places, wildlife

**Description:** This picture book is part of a series called Good Night Our World. It celebrates the natural and cultural wonders of India.



## Grandfather's Journey

Author: Allen Say

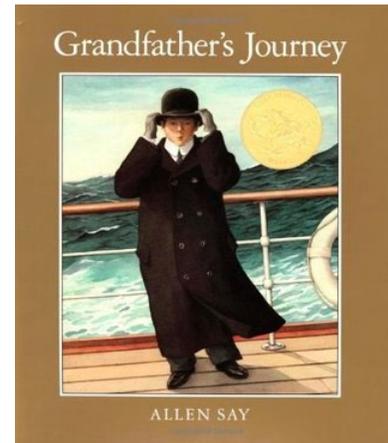
ISBN: 0547076800

Genre: Biography

Grades: K-3

Keywords: Japan, North America, homesick, intergenerational relationship

**Description:** *Grandfather's Journey* could just as easily be called *Grandfather's Journeys*. After journeying across the Pacific Ocean from Japan to North America, the narrator's grandfather does some exploring. He sees canyons, prairies, industrial cities, and gorgeous mountains.



## Grandpa Across the Ocean

Author: Hyewon Yum

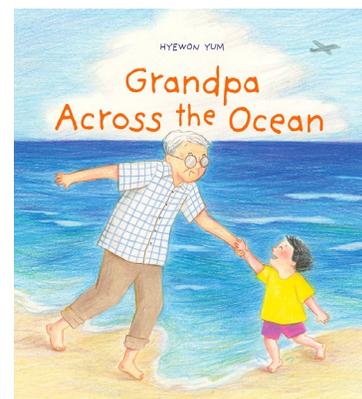
ISBN: 978-1419742255

Genre: Picture book

Grades: K-3

Keywords: Intergenerational relationship, far away countries

**Description:** Grandpa lives on the other side of the ocean. He takes naps all the time. He eats different foods. He speaks an unfamiliar language. His house is the most boring place on Earth!



## I Am a Bird

Author: Hope Lim

Illustrator: Hyewon Yum

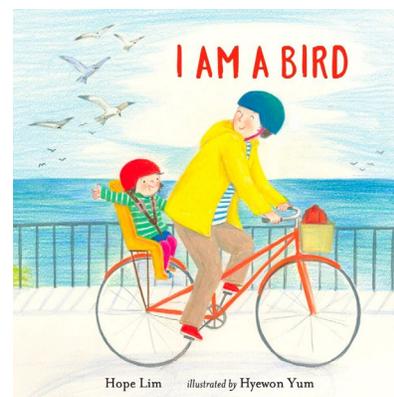
Genre: Picture book

Grades: K-3

Keywords: Intergenerational relationship, bicycle, similarities

**Description:** On her daily bike ride with her dad, a bird-loving little girl passes a woman who frightens her—until she discovers what they have in common.

*I am a bird. Ca-Caw! Ca-Caw!*



## I Dream of Popo

Author: Livia Blackburne

Illustrator: Julia Kuo

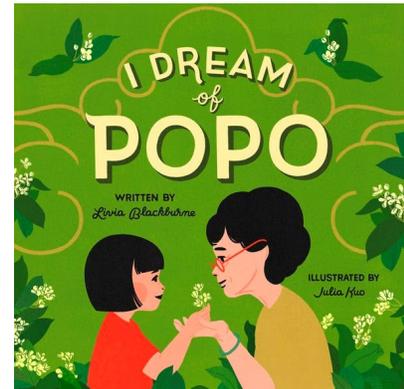
ISBN: 9781250249319

Genre: Picture book

Grades: K-3

Keywords: Taiwan, Taiwanese American, grandmother, intergenerational relationship

**Description:** This delicate, emotionally rich picture book celebrates a special connection that crosses time zones and oceans as Popo and her granddaughter hold each other in their hearts forever.



## Juna's Jar

Author: Jane Bahk

Illustrator: Felicia Hoshino

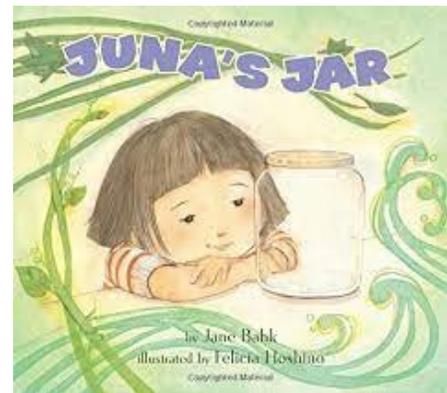
ISBN: 978-1620148310

Genre: Picture book

Grades: K-3

Keywords: Korean American, friendship, adventure, imagination

**Description:** After Juna's best friend moves away, Juna, an imaginative Korean American girl, goes on magical adventures by way of her special kimchi jar.



## Kiyoshi's Walk

Author: Mark Karlins

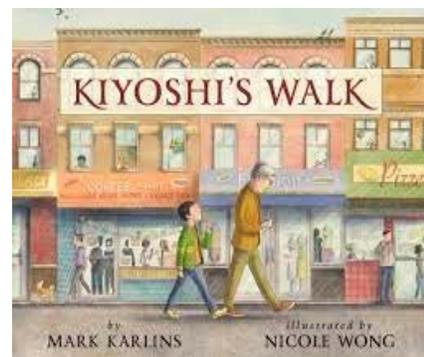
Illustrator: Nicole Wong

Genre: Picture book

Grades: K-3

Keywords: intergenerational relationship, haiku, poems

**Description:** Where do poems come from? This beautiful picture book about a young aspiring poet and his grandfather shows that the answer lies all around us--if we take the time to look.



## Korean Children's Favorite Stories: Fables, Myths and Fairy Tales

Author: Kim So-Un

Illustrator: Jeong Kyoung-Sim

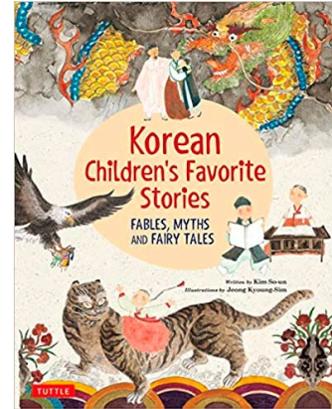
ISBN: 978-0804850209

Genre: Picture book

Grades: K-4

Keywords: Korean, fables, myths, fairy tales

**Description:** *Korean Children's Favorite Stories* is a captivating collection of Korean folktales for children which are still being told, just as they have been for generations. Some are Korean-specific, while others echo those told in other countries. Written with wit and pathos, they unveil the inevitable foibles of people everywhere and expose the human-like qualities of animals and the animal-like qualities of humans.



## Little Kunoichi the Ninja Girl

Author: Sanae Ishida

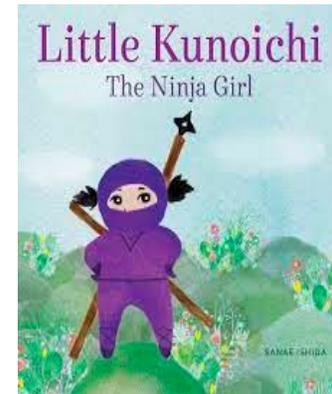
ISBN: 978-1570619540

Genre: Picture book

Grades: K-8

Keywords: Japanese, female empowerment, perseverance, friendship, samurai, ninja

**Description:** Little Kunoichi is training to be a ninja, but she struggles with the skills. She befriends little Chibi Samurai who is struggling with samurai school and the two embark on a journey of training together to become better.



## The Many Colors of Harpreet Singh

Author: Supriya Kelkar

Illustrator: Alea Marley

ISBN: 978-1454931843

Genre: Picture book

Grades: K-8

Keywords: Sikh heritage, patka, turban, feelings, friendship

**Description:** Harpreet Singh has a different color for every mood and occasion, from pink for dancing to bhangra beats to red for courage. He especially takes care with his patka—his turban—smoothing it out and making sure it always matches his outfit.



## Mommy's Hometown

Author: Hope Lim

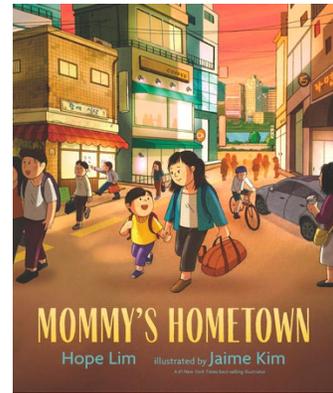
Illustrator: Jaime Kim

Genre: Picture book

Grades: K-3

Keywords: Hometown, family origins, immigrant experience, parent-child relationship

**Description:** When a young boy and his mother travel overseas to her childhood home in Korea, the town is not as he imagined. Will he be able to see it the way Mommy does?



## Mommy's Khimar

Author: Jamilah Thompkins-Bigelow

Illustrator: Ebony Glenn

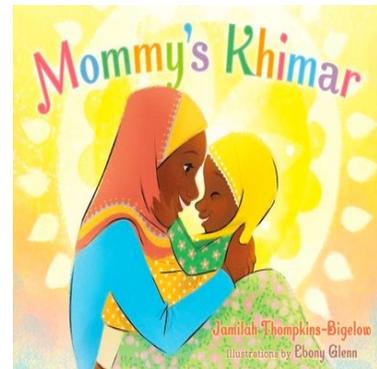
ISBN: 9781534400597

Genre: Picture book

Grades: K-3

Keywords: Muslim, faith, khimar, headscarf, identity, diversity

**Description:** A young Muslim girl spends a busy day wrapped up in her mother's colorful headscarf in this sweet and fanciful picture book from debut author and illustrator Jamilah Tompkins-Bigelow and Ebony Glenn.



## The Most Beautiful Thing

Author: Kao Kalia Yang

Illustrator: Khoa Le

ISBN: 978-1541561915

Genre: Picture book

Grades: K-8

Keywords: Hmong Americans, refugee, extended family, resilience, intergenerational relationship

**Description:** This picture book tells the story of the author's experiences as a Hmong refugee. Kalia is unhappy to be growing up with little money and not having things that other children have, but her grandmother shows her a different perspective.



## My Name is Bilal

Author: Asma Mobin-Uddi

Illustrator: Barbara Kiwak

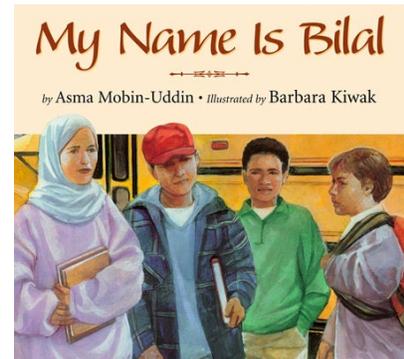
ISBN: 9781590781753

Genre: Picture book

Grades: K-3

Keywords: Muslim, bullying, identity, inclusion, pride

**Description:** On their first day at a new school where they might be the only Muslim students, Bilal sees his sister, Ayesha, being teased by bullies. Hoping to avoid the same fate, he decides to tell his classmates his name is Bill. Fortunately for Bilal and Ayesha, there is a Muslim teacher at school, Mr. Ali, who lends Bilal a book that changes how Bilal feels about his identity.



## Our Favorite Day

Author: Joowon Oh

ISBN: 978-1536203578

Genre: Picture book

Grades: K-3

Keywords: Intergenerational relationship, family

### Description

Every morning Papa follows his normal routine. He drinks his tea, waters his plants, tidies up, and takes the bus into town. Papa enjoys his daily tasks, but there's one day each week that is extra special.



## Pan de Sal Saves the Day: A Filipino Children's Story

Author: Norma Olizon-Chikiamco

Illustrator: Mark Salvatus

ISBN or URL: 978-0804847544

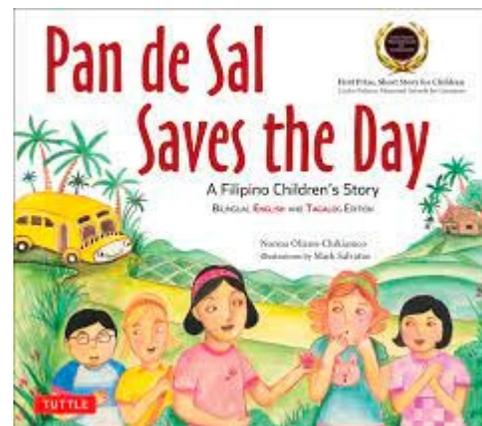
Genre: Picture book

Grades: K-8

Keywords: Filipino heritage, food, self-acceptance, self-confidence, dreams, singing

### Description

A heart-warming story of a young Filipino girl who builds self-confidence after spending a day with her classmates, *Pan de Sal Saves the Day: A Filipino Children's Story* is an award-winning, inspiring tale for young children everywhere. It's the story of a young girl named Pan de Sal who lives in the Philippines and thinks she's the unluckiest girl in the whole world.



## The Proudest Blue

Author: Ibtihaj Muhammad

Illustrator

ISBN: 9781783449729

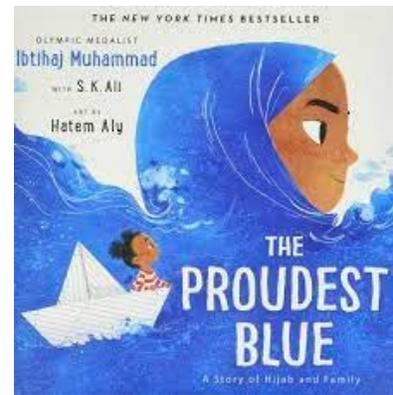
Genre: Picture book

Grades: K-8

Subjects: Language, Social Studies

Keywords: Muslims, hair, hijab, identity, racism, empowerment

**Description:** A powerful, vibrantly illustrated story about the first day of school—and two sisters on one's first day of hijab—by Olympic medalist and social justice activist Ibtihaj Muhammad.



## Saffron Ice Cream

Author: Rashin Kheiriyeh

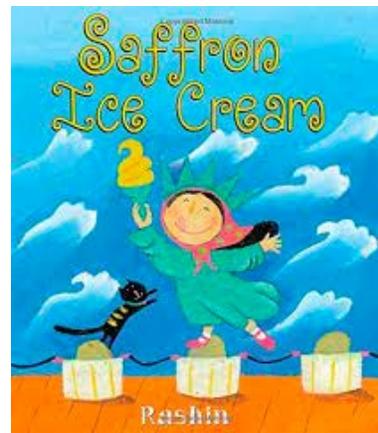
ISBN: 978-1338150520

Genre: Picture book

Grades: K-8

Keywords: Iran, ice cream, beach, friendship, immigration

**Description:** Rashin is excited about her first visit to the beach in her family's new home. On the way there, she remembers what beach trips were like in Iran, the beautiful Caspian Sea, the Persian music, and most of all, the saffron ice cream she shared with her best friend, Azadeh.



## Salam Alaikum: A Message of Peace

Author: Harris J.

Illustrator: Ward Jenkins

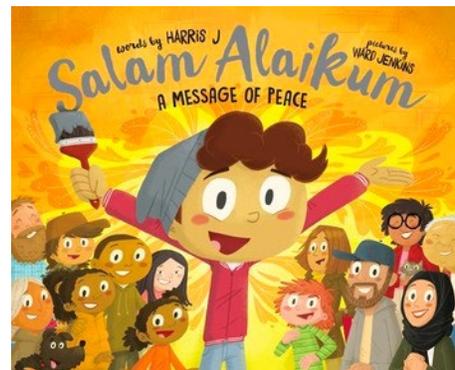
ISBN: 9781481489386

Genre: Picture book

Grades: K-3

Keywords: Muslim ideals, faith, peace, greeting, kindness

**Description:** *Salam Alaikum* means “Peace be upon you.” It is the greeting that Muslims around the world use to say “hello” and “good-bye.” International music sensation Harris J has taken that greeting and created a call to action.



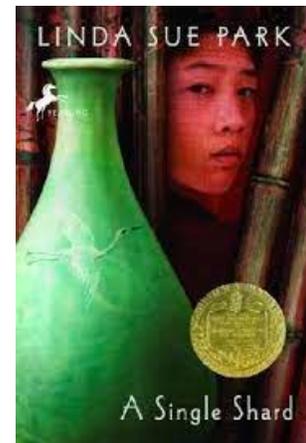
## A Single Shard

Author: Linda Sue Park  
ISBN: 978-0547534268  
Genre: Historical Fiction  
Grades: 4-8

Keywords: Korean, poverty, perseverance, apprentice, resilience, homelessness

### Description

This novel is set in Korea in the 12th century. Tree-ear is a 13-year-old orphan boy who lives under a bridge with the Crane-man in Ch'ulp'o, a village known for its celadon ware. He becomes the assistant of a master potter named Min. He is tasked to show Min's pottery at the King's Court and he embarks on this long journey on foot.

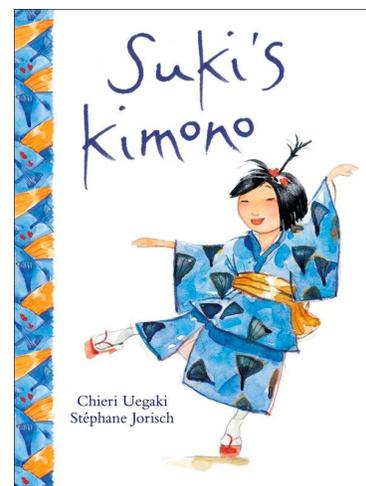


## Suki's Kimono

Author: Chieri Uegaki  
Illustrator: Stéphane Jorisch  
ISBN: 978-1-55337-752-8  
Genre: Picture book  
Grades: K-3

Keywords: Japanese culture, kimono, family, celebration, friendship, identity

**Description:** Suki's favorite possession is her blue cotton kimono. A gift from her obachan, it holds special memories of her grandmother's visit last summer. And Suki is going to wear it on her first day back to school --- no matter what anyone says.



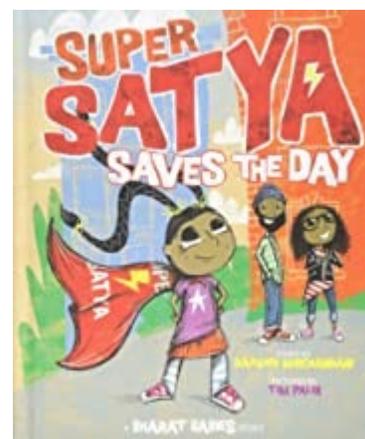
## Super Satya Saves the Day

Author: Raakhee Mirchandani  
Illustrator: Tim Palin  
ISBN: 978-1643071176  
Genre: Picture book  
Grades: K-3

Keywords: Superhero, Indian American

### Description

Super Satya is ready to have a super day, including finally conquering the tallest slide in Hoboken. But things take a not-so-super turn when she realizes her superhero cape is stuck at the dry cleaner. Will she be able to face her fears, help her friends, and be the true hero everyone knows she is?



## Under My Hijab

Author: Henna Khan

Illustrator: Aaliya Jaleel

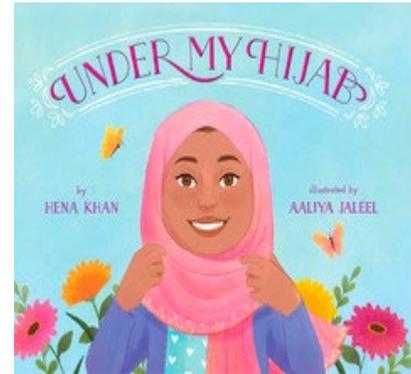
ISBN: 9781620147924

Genre: Picture book

Grades: K-3

Keywords: Muslim, faith, hijab, headscarf, identity, Muslim women and girls

**Description:** Grandma's hijab clasps under her chin. Auntie pins hers up with a whimsical brooch. Jenna puts a sun hat over hers when she hikes. Iman wears a sports hijab for tae kwon do. As a young girl observes the women in her life and how each covers her hair a different way, she dreams of the possibilities in her own future and how she might express her personality through her hijab.



## Watercress

Author: Andrea Wang

Illustrator: Jason Chin

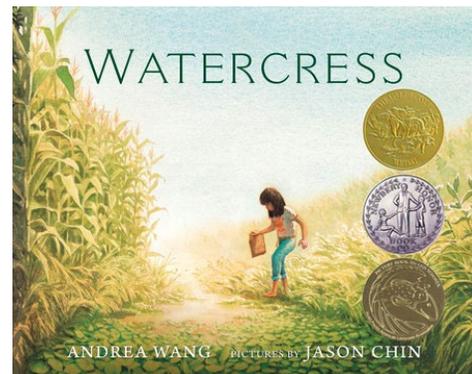
ISBN: 9780823446247

Genre: Picture book

Grades: K-3

Keywords: Watercress, family, Chinese American, immigrants

**Description:** Driving through Ohio in an old Pontiac, a young girl's parents stop suddenly when they spot watercress growing wild in a ditch by the side of the road. Grabbing an old paper bag and some rusty scissors, the whole family wades into the muck to collect as much of the muddy, snail covered watercress as they can.



## Yang Warriors

Author: Kao Kalia Yang

Illustrator: Billy Thao

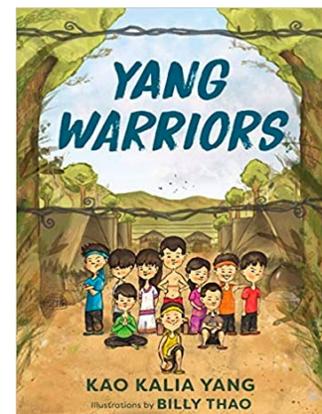
ISBN: 978-1517907983

Genre: Picture book

Grades: K-3

Keywords: Refugee camp, hardships, warriors, battle, foraging for food, bravery, storytelling

**Description:** After lunch the Yang warriors prepare for battle. They practice drills, balance rocks on their heads, wield magical swords from fallen branches. Led by ten-year-old Master Me (whose name means "little"), the ten cousins are ready to defend the family at all costs.



## **Yo Soy Muslim: A Father's Letter to His Daughter**

Author: Mark Gonzales

Illustrator: Aaliya Jaleel

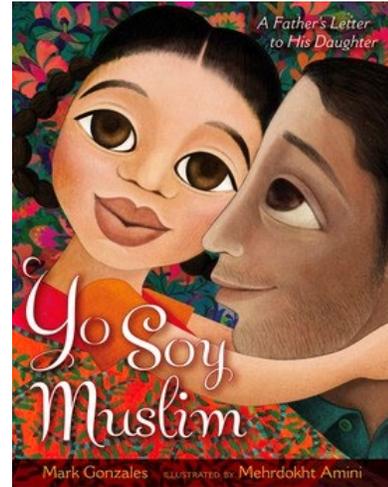
ISBN: 9781481489362

Genre: Picture book

Grades: K-3

**Keywords:** Muslim, faith, multicultural identity

**Description:** From Muslim and Latino poet Mark Gonzales comes a touching and lyrical picture book about a parent who encourages their child to find joy and pride in all aspects of their multicultural identity.



## Section 4.2 Primary & Junior Learning Activities

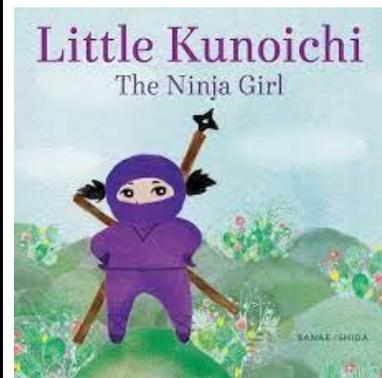
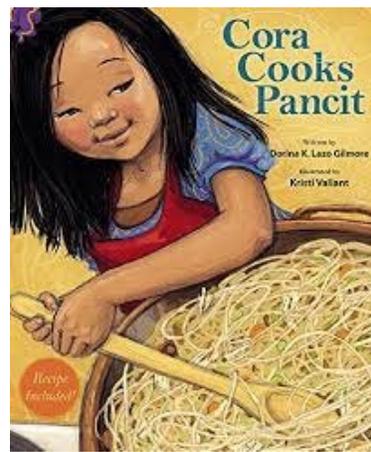
### Playing, Storying, Collaborating, and Producing

Wohlwend, K.E. (2013). *Literacy Playshop: New Literacies, Popular Media, and Play in the Early Childhood Classroom*. New York, NY: Teachers College Press.

Over several lessons

- Provide writing and drawing tools and materials
- Invite students to draw toys, characters, settings, props
- Provide materials to represent different hair texture, hair/skin colour
- Have students cut out their characters
- Have materials accessible (e.g., glue, popsicle sticks, paper bags, yarn, cloth, etc.) if students want to add details to their characters
- Say,
  - “What is your story about?”
  - “How are you going to tell your story with the cut-up characters?”
- Allow the students to play with the characters, props, and settings
  
- Watch a short, animated film (e.g., Pixar short films)
- Introduce a 6-block storyboard for retelling the story
- Have students produce their own 6-block storyboard of the film
- Repeat for several short, animated films
- Have students create their own stories using the 6-block storyboard
  
- In small groups, have students create and perform small skits around social issues that are common in the school
- Have one student record the skits with a camera or an iPad
- Have students watch the video together and discuss what went well and what can be improved
- Allow everyone a chance to use the camera
  
- Offer planning tools and materials
  - Scripts, storyboards, plays, sets, puppets, props, costumes
  - Construction paper, popsicle sticks, boxes, paint, butcher paper
- Have students choose tools that make sense for their story
- Allow ample time for students to create their film
  
- Create invitations (posters, cards, flyers) and invite others to your class film festival

Some suggested texts

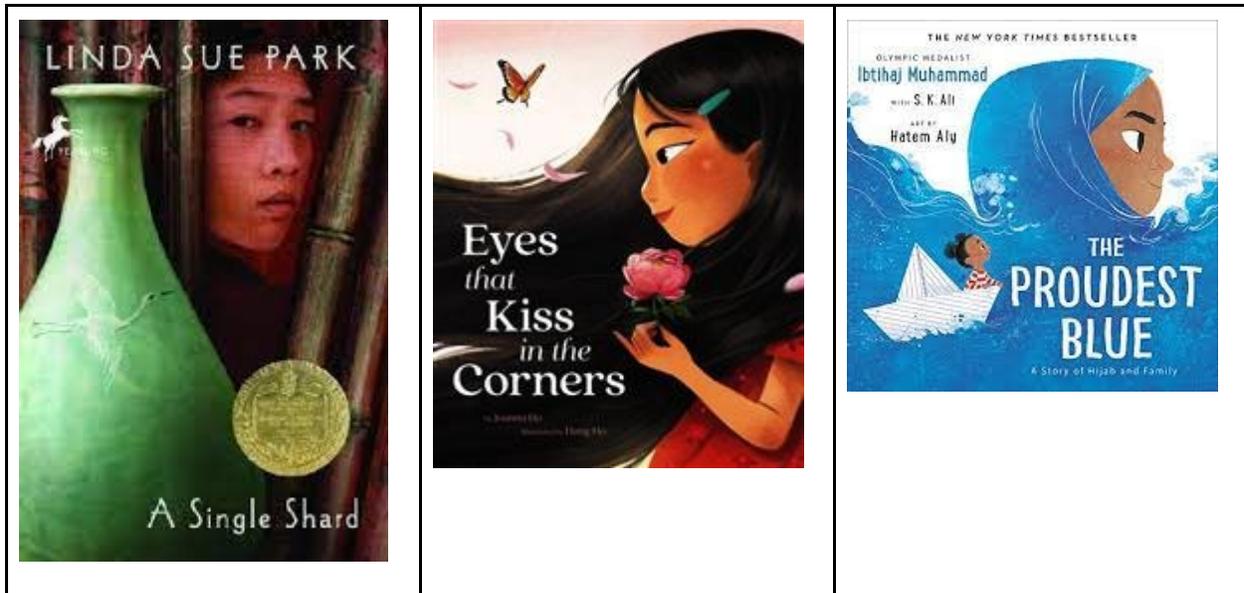


## Making Dis/Connections

Jones, S., Clarke, L.W. & Enriquez, G. (2010). *The Reading Turn-Around: A Five-Part Framework for Differentiated Instruction*. New York, NY: Teachers College Press.

- Provide sticky notes for children during independent reading
- Have students write “NLML” for “not like my life” on a sticky note and put it on a page where they have a disconnection with the author or the illustrator
- During whole-group share time, have the students talk about
  - how the text or illustration is not like his/her/their life
  - how it makes them feel as a reader
  - how they would change it to make it more than their life
  - the big issues that the disconnection makes them think of

Some suggested texts

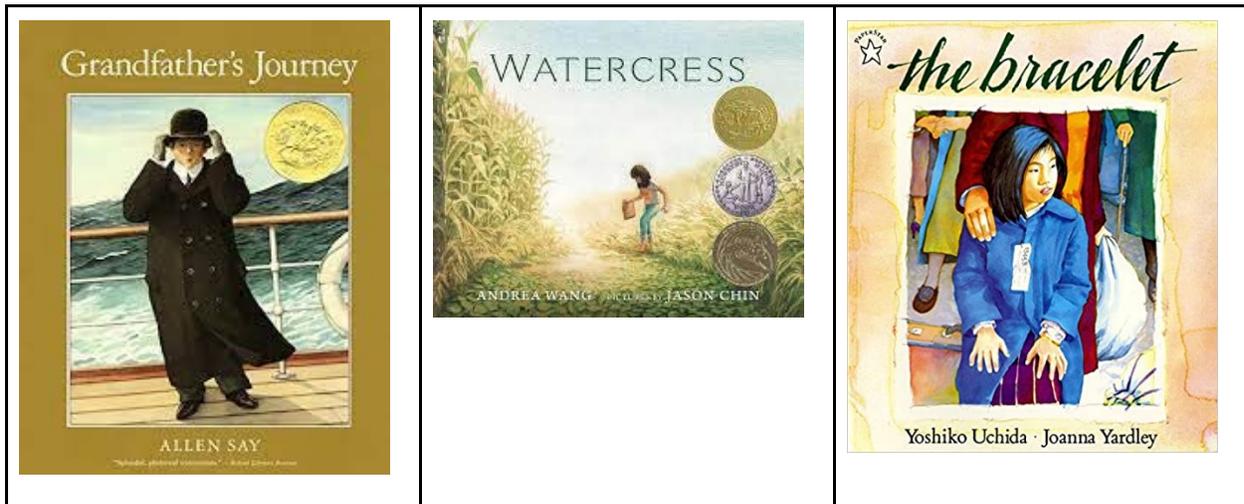


## Silly, Sad, Scary

Dutro, E. (2019). *The Vulnerable Heart of Literacy: Centering Trauma as Pedagogy*. New York, NY: Teachers College Press

- Listen to some read aloud stories for inspiration or connection
- Tell children that they are going to keep a collection of ideas for writing
- Give every child a piece of paper that is folded into 3 equal sections
- Start with 'sad' because it is important that we show our vulnerability in order for children to feel safe to share their stories
- Have children write 'saddest' on the left section on their papers and draw pictures to indicate their saddest moment
- Draw your story while students draw theirs
- Share your story
  - Tell what happened
  - Describe how you were feeling
  - Position children as trusted witnesses to something in your life that you haven't shared with many people
- Use student friendly language to describe what scary, sad, and sill mean
- Have children do the "silliest" and then the "scariest"
- Have children share their ideas in groups of 2-3
- Have children put their ideas in their writing folder for future writing ideas

Some suggested texts

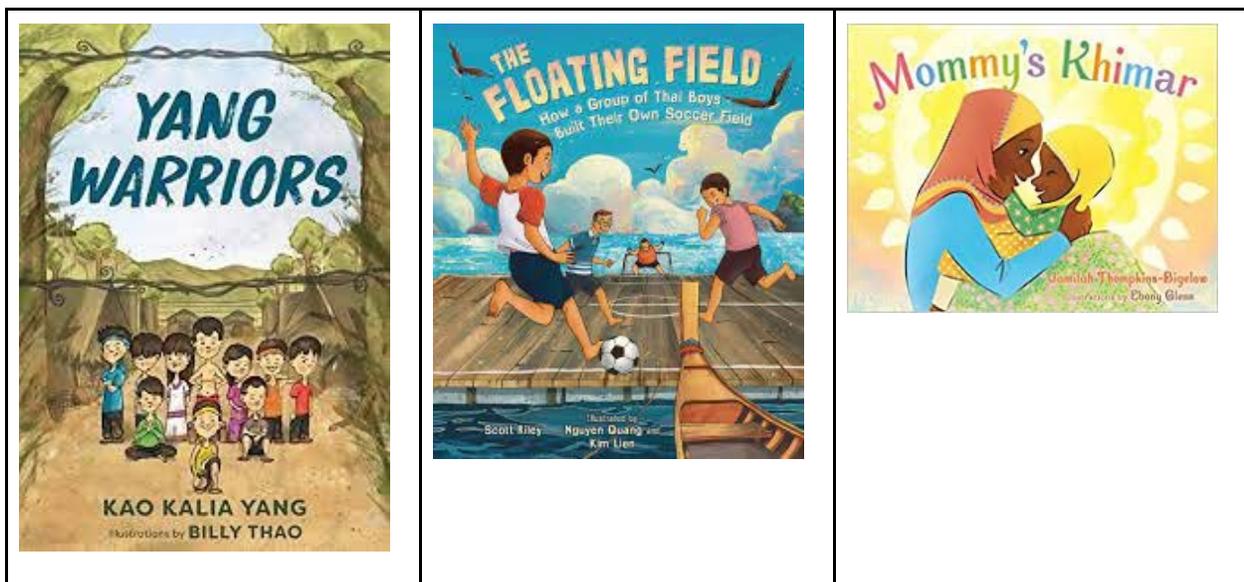


## Those Who Don't Know

Campano, G. (2007). *Immigrant Students and Literacy: Reading, Writing, and Remembering*. New York, NY: Teachers College Press.

- Discuss the meanings of stereotypes, stigmas, and misrepresentations
- Discuss the stereotypes, stigmas, and misrepresentations that others have of the students or of the community
- Write the ideas on chart paper
- Read stories that counter the negative discourses and narratives of marginalized groups
- Have students challenge each stereotype, stigma, and misrepresentation on the chart paper and give counter representations
- Have students write their own autobiography that address some of the stereotypes, stigmas, and misrepresentations to share with those who don't know

Some suggested texts

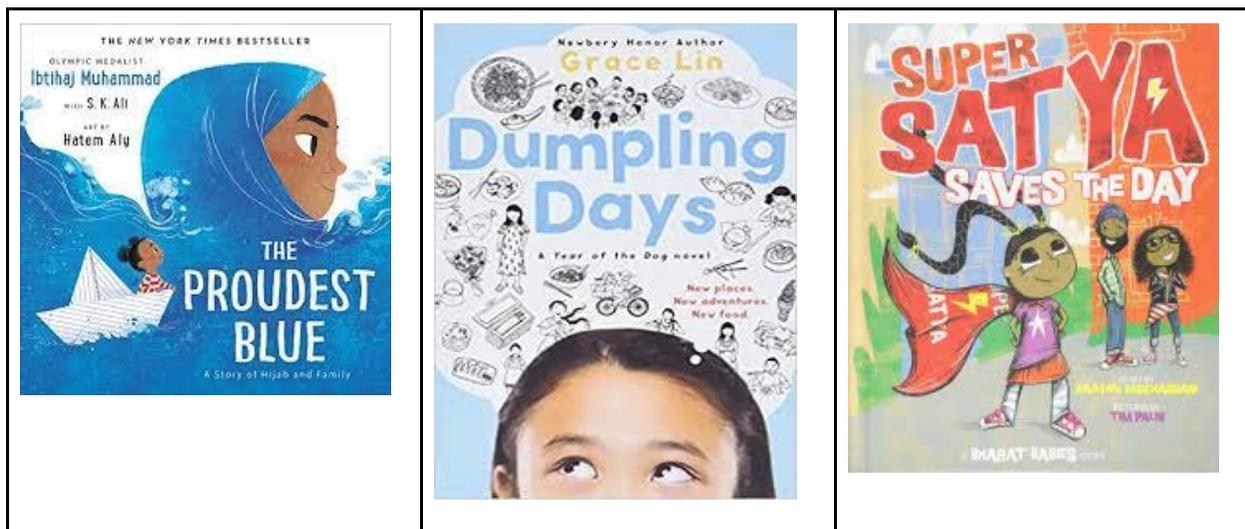


## Hallway Bystander Dilemma

Hauver, J. (2019). *Young Children's Civic Mindedness: Democratic Living and Learning in an Unequal World*. New York, NY: Routledge.

- Create a scenario with a moral dilemma that mirrors children's experiences or choose a scenario from a read aloud story
- Example: You are on your way back to your classroom from an assembly. It is crowded. You see many teachers, the principal, and the vice-principal in the hallway guiding students back to their classrooms. You notice that two students in the Grade \_\_\_ line are glaring at each other. One of them pinches the other in the arm and laughs. A teacher walks over and asks what happened. The student who was pinched remains silent, while the one who did the pinching said that he did nothing. The teacher pulls the student who was pinched out of the line and says, "It's you again, eh? I should have known. Go to the office. We'll call your mom to come get you."
- Read the scenario to one child at a time
- Ask, "What happened?"
- Ask, "What would you do? Why?"
- If student speak up for the child who was pinched, ask, "What would you do if the teacher told you to mind your own business?"
- In whole-group discussion, talk about all the different possibilities and implications for the scenario
- Provide other examples to the whole class
- Have groups of 2-3 students discuss what they would do
- Discuss with the whole group and talk about all the different possibilities and implications for the scenario. Consider inviting stakeholders to the class for whole group discussions (e.g. invite the principal or vice-principal to participate in the class discussion)

Some suggested texts



## Expanding Representation Through Picture Books

Ryan, C.L. & Hermann-Wilmarth, J.M. (2018). *Reading the Rainbow: LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom*. New York, NY: Teachers College Press.

- Mirror books have representation that reflect ourselves
- Window books have representation that show a view into others' lives
- Set up the learning environment for brave conversations with norms for respecting others and differences; protocols for disagreeing, sentence starters to show agreement / disagreement, new idea, change in topic; how to treat others even when we don't agree with their lifestyle, values, or beliefs; how to regulate our emotions; how to deal with non-closure of discussions and topics
- Choose books that are mirrors and windows and that expand representations
- Lead discussions around family structure, respect, definition of "normal", bullying, love, right to safety
- Expand representation to include LGBTQ families
- Encourage students to confront stereotypes and slurs when they occur
- Ensure English language learners understand words such as stereotype by using student friendly language or translation tools

Some suggested texts

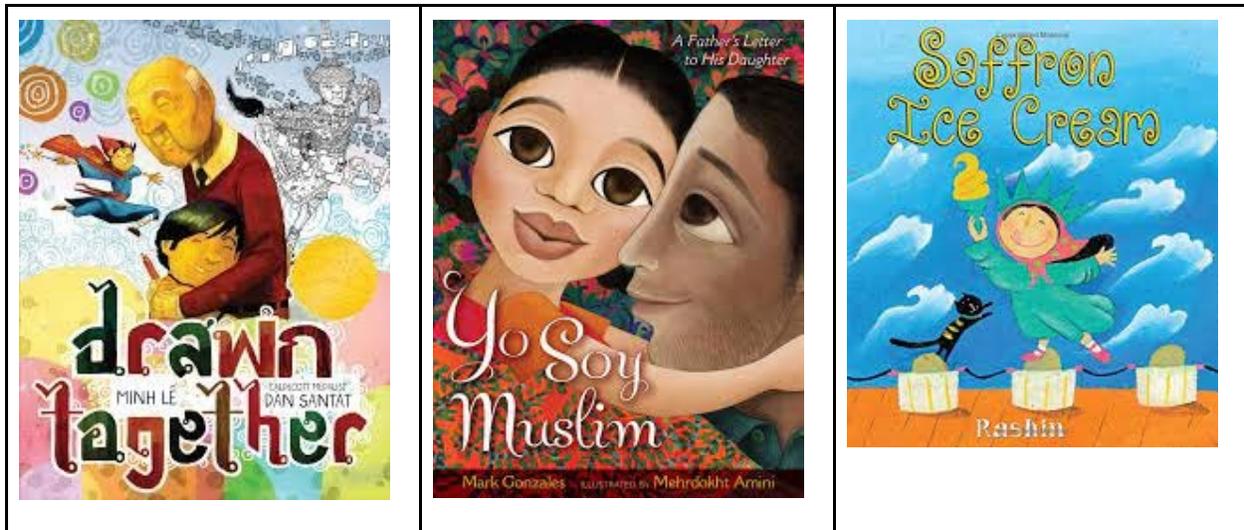


## Close Looking, 3-Part Analysis for Visual Arts

Brouillette, L. (2019). *Arts Integration in Diverse K-5 Classrooms: Cultivating Literacy Skills and Conceptual Understanding*. New York, NY: Teachers College Press.

- Choose a painting (e.g., any of the images website from Getty Museum’s lesson plans or pictures from a storybook)
- Have students look at the painting
- Ask, “What is going on in the picture”
- Have students point to specific things they can see when they answer
- Create an anchor chart of the elements using pictures and words (in multiple languages if necessary)
- Invite students to take a second look and focus on why the artist decided on specific elements (i.e., line, colour, shape, form, value, space, texture) or principles (i.e., balance, contrast, proportion, etc.)
- Have students back up what they say with evidence or details
- Ask, “What is your overall response to the painting?”
- Have students back up their responses with feelings for some of the components of the painting
- Have students analyze ads, posters, flyers using the 3-part analysis
- Ask, "What is the message in the ad, poster, or flyer?"
- Ask, "How might we recreate this ad, poster, or flyer?"

Some suggested texts

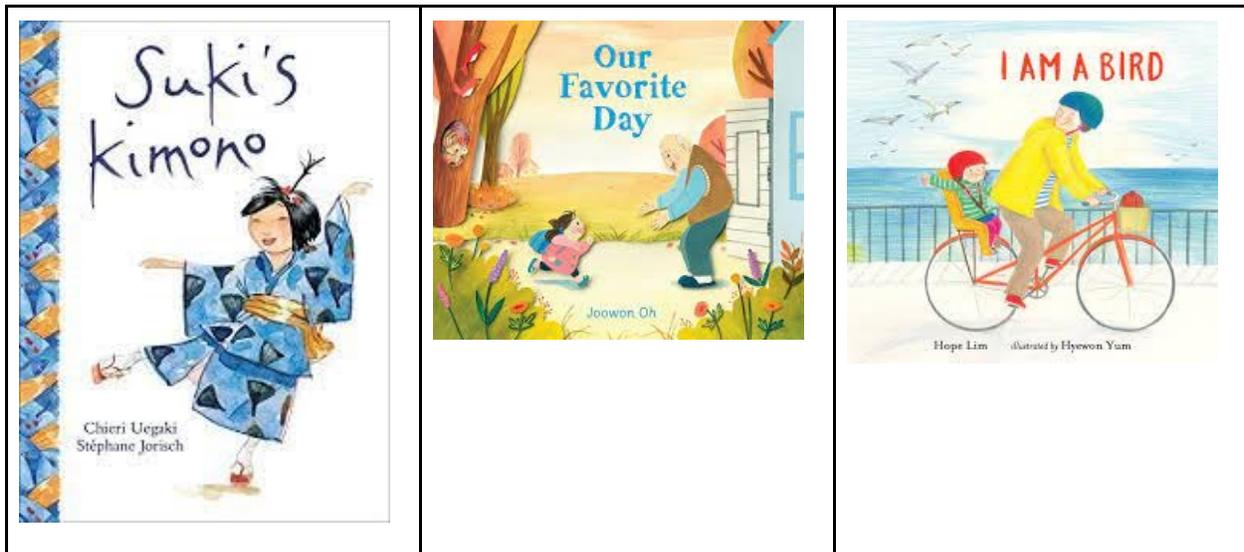


## Text Analysis

Vasquez, V.M. (2014). *Negotiating Critical Literacies with Young Children*. New York, NY: Routledge.

- Select a text (e.g., picture book, newspaper article, poster, flyer, video, painting)
- Start the discussion with, "What do you notice?"
- Direct the discussion with some of the following questions
  - "What is the text trying to do to me?"
  - Whose interests are marginalized or privileged by this text?
  - Whose account of a particular topic or issue is missing? Whose voices are silenced?
  - Whose reality is presented?
  - Whose reality is ignored?
  - What are the positions from which I am reading this text?
  - What experiences am I drawing from to make meaning from this text?" (p. 4)
- Use student friendly language or translation tools when explaining the meaning of marginalized and privileged
- Have students provide counter-narratives to what is presented in the text
- Reconstruct the text with students, using their suggestions
- In future sessions, have students reconstruct their own texts

Some suggested texts

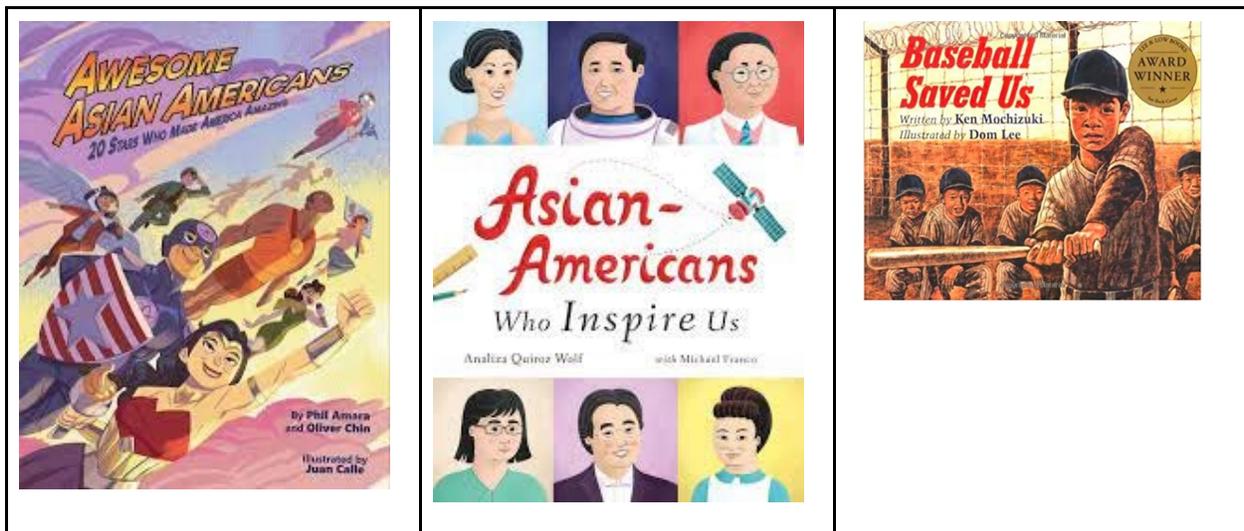


## Quick Writes

Driessens, S. & Parr, M. (2019). Rewriting the Wor(l)d: Quick Writes as a Space for Critical Literacy. *The Reading Teacher* 0(0), 1-12.

- Provide a prompt (e.g., quote, image, painting, video, song, voice recording, or short controversial text) related to race or other social justice issues
  - Example
    - Watch video of [Ellison Onizuka](#)
    - Stop at “Astronauts were smart, brave, and adventurous. Ellison dreamed of being just like them. Sometimes his dream seemed impossible. The astronauts on TV did not look like he did. No astronauts ever came from Hawaii where he lived.”
- Have students write what comes to mind for 10 minutes, without paying too much attention to the conventions of writing
- Ask students to share some of their thoughts from their writings
- Note the themes that arose from the conversation and weave in alternative perspectives where possible
- Repeat every day in order to build sociopolitical consciousness

Some suggested texts



## **SECTION 5.0 INTERMEDIATE & SENIOR**

Understanding one culture enhances the understanding of all cultures

The resource materials are selected because they are about and by Asian Canadians, Asian Americans, and the Asian diaspora. While they are Asian voices and stories, they are of Canadian and universal values. Of significance, the resources provide for explorations of awkward and uncomfortable questions and topics; and equally so of individual and community journeys of love and joy, painful struggles, and the beauty of achievement and contributions. They inspire pride and confidence in identity, hope, and optimism.

**Introduction:** The resources in this section have been intentionally selected being either written “by and about” Asian Canadians, Asian Americans, and Asians; described as “first voice” (Maya Gonzalez, 2019).

For the first time in 2014, the Cooperative Children’s Book Centre released the research on books as “about,” “by and about,” or “by but not about” people of color.

**DIVERSITY**  
in Books  
for Children  
and Teens  
2018

3,124 Books from U.S. Publishers reviewed

Percentages of books from U.S. publishers depicting primary characters from diverse backgrounds. Based on the 2018 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison.

Based on the 3,308 children’s and young adult books reviewed at the CCBC in 2018. Of these, 174 did not have human, or anthropomorphized animals/other (such as mice, cranes, bull, etc.) characters to include in the assessment.

ccbc.education.wisc.edu/books/pctstats.asp

10% of the total number of books had significant African or African American content

Of these, 49% were #OwnVoices

7% of the total number of books had significant Asian or Asian American content

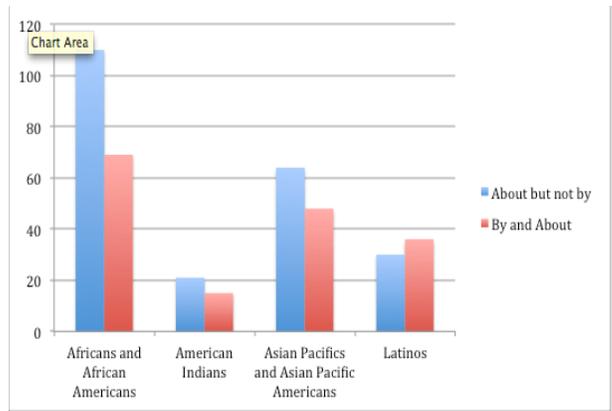
Of these, 47% were #OwnVoices

5% of the total number of books had significant Latinx content

Of these, 57% were #OwnVoices

1% of the total number of books had significant First/Native American content

Of these, 83% were #OwnVoices



Original data taken from the Cooperative Children’s Book Center: <http://ccbc.education.wisc.edu/books/2014statistics.asp>

*The Diversity Gap in Children’s Publishing* (Lee and Low Books, 2015) reports: “It’s disconcerting that *more than half* the books about people of color were created by cultural outsiders. Realistically, these numbers likely mean that there are more white creators speaking for people of color than people of color speaking for themselves. This problem may stem from a long history in which people of color have been overlooked to tell their own

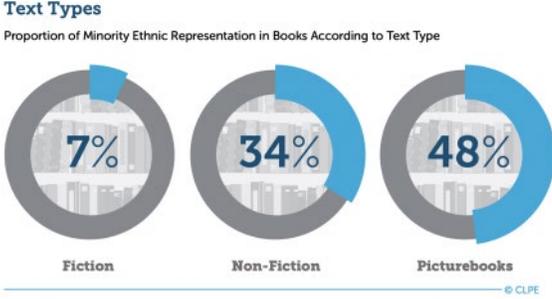
stories in favor of white voices...

...This also raises questions about quality and cultural authenticity. Who is checking to make sure diverse books are culturally accurate and do not reinforce stereotypes?”

Representation matters!

To address the under-representation of Asian content and voices in education, this resource is one of the steps that ACENet takes to contribute to the movement where every young person experiences the joy of seeing themselves represented in “first voices” in print and digital resources.

Maya Angelou, wrote: “It is time for parents to teach young people early on that in diversity there is beauty and there is strength. We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of that tapestry are equal in value no matter their color.”



Source : <https://www.theschoolrun.com/why-childrens-books-need-black-asian-and-minority-ethnic-characters>

This applies equally to educators who have the wonderful responsibility to nurture identity and belonging through what and how resources constitute an integral part of young people’s learning in school and the connections to their community and life experiences, as they develop historical cultural racial literacy.

## SECTION 5.1 Intermediate & Senior Books

### Accidentally Engaged

Author: Farah Heron

Genre: Fiction; Romantic Comedy

ISBN-13: 978-1538734988

Grades: 9-2

Keywords: Baking, cooking competition, family relationship, pretended engagement, intergenerational relationship

**Description:** When it comes to bread, Reena Manji knows exactly what she's doing. She treats her sourdough starters like (somewhat unruly) children. (Goodreads)



### Adrift at Sea

Author: Marsha Forchuck Skrypuch with Tuan Ho

Illustrator: Brian Deines

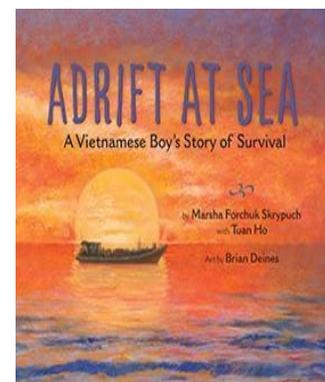
Genre: non-fiction picture book

ISBN: 9781772780055

Grades: 4 - 12

Key words: social history, refugee, hope, resilience, Vietnamese

**Description:** It is 1981. In the middle of the Pacific Ocean, a fishing boat overloaded with 60 Vietnamese refugees drift. The motor has failed; the hull is leaking; the drinking water is nearly gone. (Goodreads)



### Anti-Asian Violence in North America: Asian American and Asian Canadian Reflections on Hate, Healing and Resistance (Volume 7) Paperback – Illustrated, May 9 2001

Contributors: Mary-Woo Sims (Foreword)

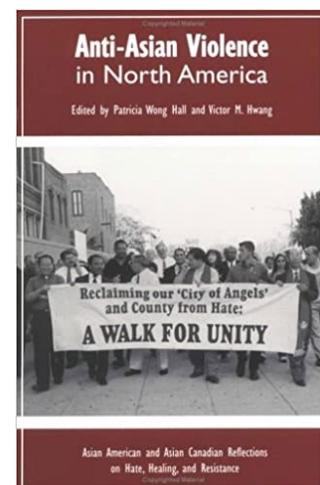
Genre: Non-fiction; race and ethnic studies, sociology, criminology, and human rights

ISBN-10: 074250459X

Grades: 9-12

Keywords: historical, systemic, institutionalized racism & discrimination, internet racism, economic scapegoating, hate crimes, human rights, racial justice movements.

**Description:** Violent and sometimes fatal acts of racial hatred are drawing increasing attention around the nation. For the first time, voices of Asian Americans and Asian Canadians have been brought together to discuss the multidimensional impact of racial crime in their lives and through their work as attorneys, teachers, community activists, students, or business professionals.



## Being Chinese in Canada

Author: William Ging Wee Dere

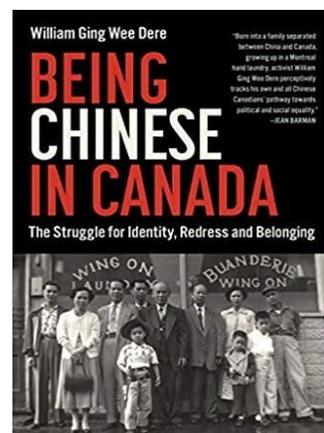
Genre: Historical Biography

ISBN-10: 1771622180

Grades: 9-12

Keywords: multicultural Canada, head tax, identity and belonging, inclusion, family separation, impact of legislated racism, social justice contribution to the development of Canada and community

**Description:** William Dere's *Being Chinese in Canada*, is the first book to explore the work of the head tax redress movement and to give voice to the generations of Chinese Canadians involved. Dere explores the many obstacles in the Chinese Canadian community's fight for justice, the lasting effects of state-legislated racism and the unique struggle of being Chinese in Quebec. But *Being Chinese in Canada* is also a personal story. (amazon.ca)



## Blood and Sweat Over the Railway Tracks

Author: Lily Siew San Chow

ISBN / URL: 7980993659

Genre : Non-fiction - history

Grades : 9-12

Keywords: transcontinental railway, exclusion and endurance, migrant emotional experiences, contributions to the development of Canada

**Description:** This is a recollection of an important historical event, the Canadian Pacific Railway construction which employed thousands of Chinese labourers to build the transcontinental railway linking this country from coast to coast. Included are some poems and verses by several Chinese labourers and their family members to show their anguish, anxiety, and longing - human feelings and emotions that had been repressed. This book is a testament to remarkable endeavour, generous spirit, sacrifices and contributions of the Chinese labourers that helped build the CPR.



## (The) Boat People

Author: Sharon Bala

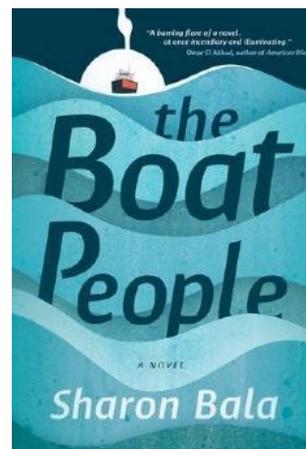
Genre: Fiction

ISBN-13: 978-0771024290

Grades: 9 - 12

Key words: newcomers, refugee crisis, discrimination, stereotyping, deportation, Sri Lankans experience

**Description:** The Boat People is a gripping and morally complex novel about a group of refugees who survive a perilous ocean voyage to reach Canada — only to face the threat of deportation and accusations of terrorism in their new land. Told through the alternating perspectives of Mahindan, his lawyer; Priya, a second-generation Sri Lankan Canadian; and Grace, a third-generation ... that provokes a deeply compassionate lens through which to view the current refugee crisis. (Goodreads)



## Brokering Belonging: Chinese in Canada's Exclusion Era, 1885-1945

Author: Lisa Rose Mar

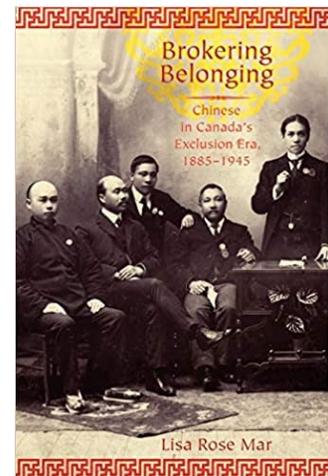
Genre: Non-fiction; Historical; Immigration policy-making

ISBN-10: 0199733147

Grades: 9-12

Keywords: historical, immigration, politics; systemic racism & discrimination, model minority, human rights, social justice

**Description:** *Brokering Belonging* traces several generations of Chinese "brokers," ethnic leaders who acted as intermediaries between the Chinese and Anglo worlds of Canada. At the time, most Chinese could not vote and many were illegal immigrants, so brokers played informal but necessary roles as representatives to the larger society. Brokers' work reveals the changing boundaries between Chinese and Anglo worlds, and how tensions among Chinese shaped them



## Cherry Blossom Baseball

Author: Jennifer Maruno

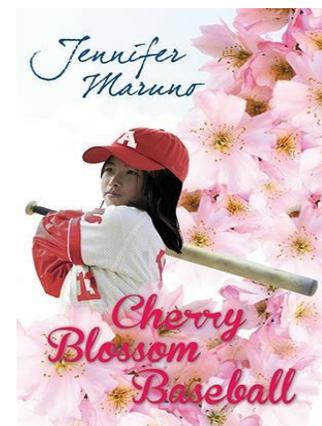
Genre: Autobiography

ISBN: 9781459731660

Grades: 5 - 8

Key words: social history, Japanese Canadian, internment, baseball,

**Description:** Is pretending to be someone else the only way Michiko can fit in? Michiko Minigawa's life is nothing but a bad game of baseball. The Canadian government swung the bat once, knocking her family away from a Vancouver home base to an old farmhouse in the Kootenay Mountains. But when they move into town, the government swings the bat again, announcing that all Japanese must now move east of the Rockies or else go to Japan. (Goodreads)



## (A) Child in Prison Camp

Author: Shizuye Takashima

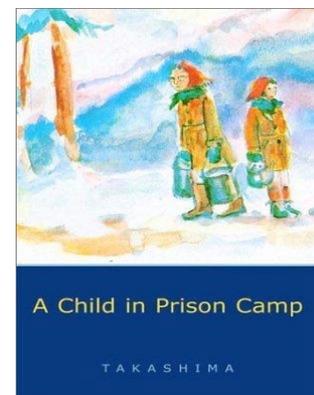
Genre: Autobiography

ISBN: 9781770490598

Grades: 4 - 8

Key words: Japanese Canadian internment, social history, World War II, Government and politics

**Description:** When Shizuye Takashima, "Shichan" as she was called, was eleven years old, her entire world changed forever. As a Japanese-Canadian in 1941, she was among thousands of people forced from their homes and sent to live in internment camps in the Canadian Rockies. Although none had been convicted of any crime, they were considered the enemy because the country was at war with Japan. (Goodreads)



## China Clipper

Author: Richard Brignall

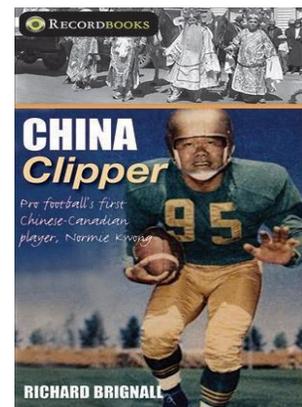
Genre: Biography

ISBN: 9781552775271

Grades: 7 - 12

Key words: sports, football, heritage, exclusion, anti-racism, contributions to Canada

**Description:** Normie Kwong's parents immigrated to Canada from China in the early 1900s. For them, and many other Asian immigrants, moving meant having to face both the government's anti-Asian policies and society's attitude of Chinese exclusion. But Normie overcame it all and, despite his small stature, in 1948 he became the youngest footballer ever to play in a Grey Cup game. (Goodreads)



## Chinatown Ghosts

Author: Jim Wong Chu

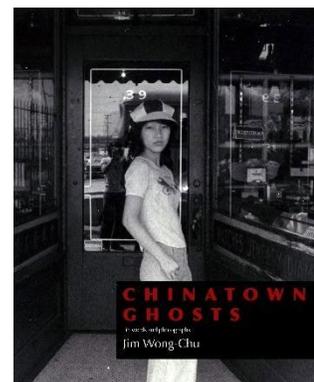
Genre: Poetry and photographs

ISBN: 1551527480

Grades: 7 - 12

Key words: Chinatown, discrimination, identity, endurance and resilience, gentrification, displacement, Chinese Canadian experience

**Description:** When it first appeared in 1986, Chinatown Ghosts was the first Chinese Canadian poetry book ever published; the poems spoke eloquently to the Chinese Canadian experience, both historical and present day. (amazon.ca)



## Chinese in Canada Paperback – May 1 1998

Author: Peter Li

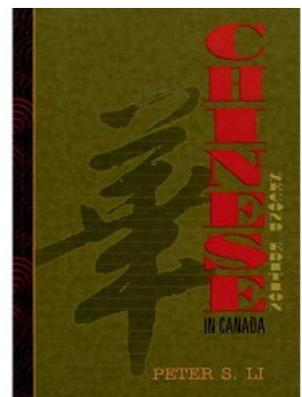
Genre: Non-fiction; Historical Review

ISBN: 0195412710

Grades: 9-12

Keywords: Chinese-Canadian community, historical, demographic data, systemic racism & discrimination, illusion of ethnic equality, institutional racism, human rights, social justice, success stories

**Description:** *Chinese in Canada* remains a provocative account of the history and development of the Chinese-Canadian community. One reviewer praised the first edition as written in an 'extremely lucid and succinct fashion, admirably blending historical and demographic data' (Canadian Review of Sociology and Anthropology), and another described it as 'a credit to its author', remarking that 'it also helps to rehabilitate a field which is mesmerized by the notion of fidelity to native culture and by the illusion of ethnic inequality' (Canadian Historical Review).



## Chiru Sakura — Falling Cherry Blossoms

Author: Grace Eiko Thomson

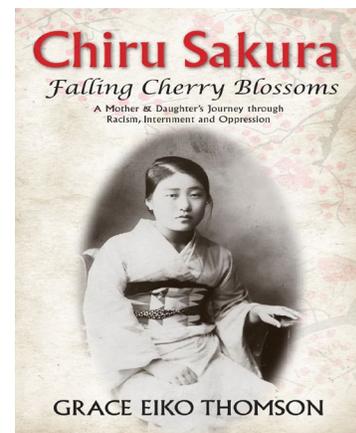
Genre: Memoir

ISBN-13: 978-1773860411

Grade: 9-12

Keywords: historical, war memoir, family story, internment, injustices, settlement, intergenerational trauma

**Description:** At eight years old, Grace Eiko Nishikihama was forcibly removed from her Vancouver home and interned with her parents and siblings in the BC Interior. *Chiru Sakura--Falling Cherry Blossoms* is a moving and politically outspoken memoir written by Grace, now a grandmother, with passages from a journal kept by her late mother, Sawae Nishikihama. (amazon.ca)



## Chop Suey Nation: The Legion Café and Other Stories from Canada's Chinese Restaurants

Author: Ann Hui

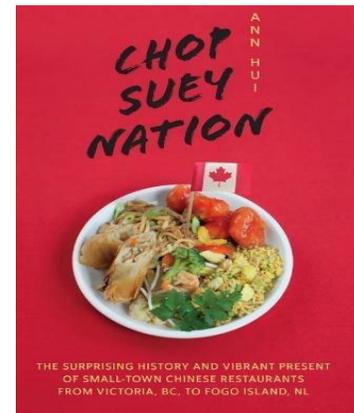
Genre: Short stories

ISBN or URL:

Grades: 7-12

Key words: family history values, food, perseverance, entrepreneurialism, Canadian Chinese restaurants

**Description:** *Chop Suey Nation: The Legion Cafe and Other Stories from Canada's Chinese Restaurants* weaves together Hui's own family history—from her grandfather's decision to leave behind a wife and newborn son for a new life, to her father's path from cooking in rural China to running some of the largest "Western" kitchens in Vancouver, to the unravelling of a closely guarded family secret—with the stories of dozens of Chinese restaurant owners from coast to coast.



## Chorus of Mushrooms

Author: Hiromi Goto

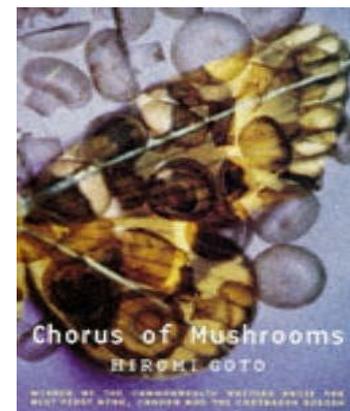
Genre: Novel

ISBN: 0704345188

Grades: 11 - 12

Key words: immigrant experiences, family stories, racism, assimilation, forgetting and remembering, inter-generation, belonging

**Description:** A novel which follows the lives of three generations of Japanese-Canadian women, blending myth, folk legend and fiction. *Chorus of Mushrooms* heralds the debut of a young Japanese Canadian feminist, Hiromi Goto. Until the publication of *Chorus of Mushrooms* in 1994, the primary voice heard from Japanese Canadians was that of the people interned during World War II. Hiromi Goto examines the immigration experience of the Japanese Canadian beyond war and into present day Alberta through the lives of three generations of women in a Japanese family living in a small prairie town. (Goodreads)



## Coconut Dreams

Author: Derek Mascarenhas

Genre: Short stories, Canadian -- Fiction: South Asians -- Immigrants -- Canada -- Fiction

ISBN: 9781771664813

Grades: 9-12

Keywords: immigration, family resilience, adventures, South Asian experience

**Description:** *Coconut Dreams* explores the lives of the Pinto family through seventeen linked short stories. Starting with a ghost story set in Goa, India in the 1950s, the collection weaves through various timelines and perspectives to focus on two children, Aiden and Ally Pinto. These siblings tackle their adventures in a predominantly white suburb with innocence, intelligence and a timid foot in two distinct cultures. (amazon.ca)



## Desirable Daughters

Author: Bharati Mukherjee

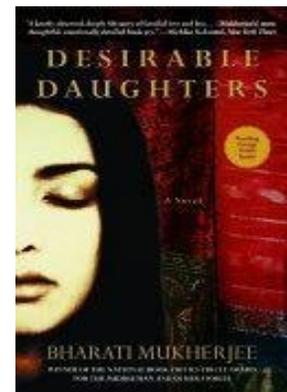
Genre: Fiction - novel

ISBN: 786885157

Grades: 9 - 12

Key words: heritage, growing up, social identity, social history

**Description:** In the tradition of the Joy Luck Club, Bharati Mukherjee has written a remarkable novel that is both the portrait of a traditional Brahmin Indian family and a contemporary American story of a woman who has in many ways broken with tradition but still remains tied to her native country. (Goodreads)



## Dim Sum Stories

Author: Larry Wong

Genre: Memoir

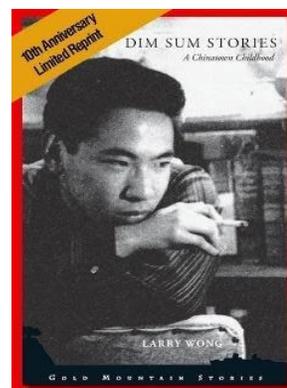
ISBN: 0978342070

Grades: 7 - 12

Key words: childhood memories, Chinatown (Vancouver), social cultural history of Chinese in Canada

**Description:** *Dim Sum Stories*, written by Larry Wong, a local historian and past president of CCHSBC, is about his 1940s-1960s childhood in Vancouver's Chinatown. A close friend of Wayson Choy (1939-2019), author of *The Jade Peony*, Wong's personal short stories reveal a world filled with people from diverse ethnic backgrounds.

This is an engaging memoir, filled with childhood memories of life in a Chinese Canadian family whose father came to Vancouver in 1911. But it is more than a personal memoir; it is also a social and cultural history of Vancouver's Chinatown and its denizens in their homes, shops, restaurants, hotels, schoolrooms and social clubs, told up-close-and-personal, by a master storyteller. (Goodreads)



## Disappearing Moon Cafe

Author: SKY Lee

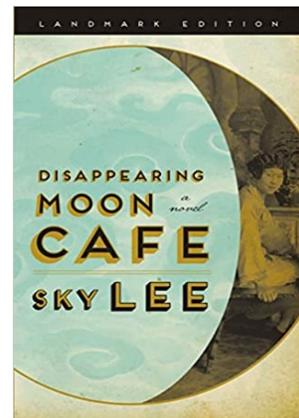
Genre: Fiction

ISBN: 9781926455815

Grades: 9-12

Keywords: recent immigrant, race & gender, cultural assimilation

**Description:** An unflinchingly honest portrait of a Chinese Canadian family saga takes the reader from the wilderness in nineteenth-century British Columbia to late twentieth-century. It is a riveting story of four generations of women whose lives are haunted by the secrets and lies of their ancestors but also by the racial divides and discrimination that shaped the lives of the first generation of Chinese immigrants to Canada. Each character must navigate a world that remains inexorably "double": Chinese and Canadian. (Amazon.ca)



## Displacement

Author: Kiku Hughes

Genre: Graphic Novel

ISBN: 1250193532

ISBN-13: 9781250193537

Grades: 7-12

Keywords: war memoir, internment camps, historical, displacement, community, resilience

**Description:** A teenager is pulled back in time to witness her grandmother's experiences in World War II-era Japanese internment camps. Kiku is on vacation in San Francisco when suddenly she finds herself displaced to the 1940s Japanese-American internment camp that her late grandmother, Ernestina, was forcibly relocated to during World War II. (Goodreads)



## Dogs at the Perimeter

Author: Thien, Madeleine, 1974

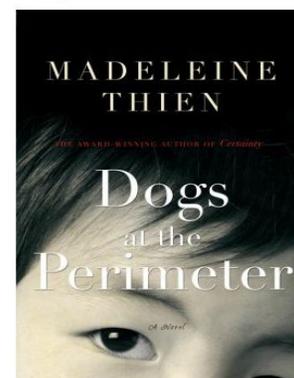
Genre: Fiction; South Asian-Canadians

ISBN: 9780771084089

Grades: 9-12

Keywords: historical terrors, resilience, survival

**Description:** One starless night, a girl's childhood was swept away by the terrors of the Khmer Rouge. Exiled from the city, she and her family were forced to live out in the open under constant surveillance. Each night, people were taken away. Caught up in a political storm which brought starvation to millions. (amazon.ca)



## Eating Stories: A Chinese Canadian and Aboriginal Potluck

Editor: Edited by Brandy Lien Worrall

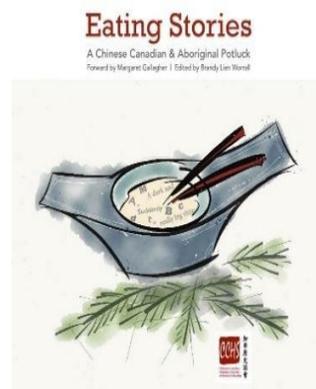
Genre: Short stories

ISBN: 097834202X

Grades: 7-12

Keywords: community gatherings, food & eating, recipes, family tradition, inclusion and diversity

**Description:** Twenty-three participants of Chinese Canadian or Aboriginal backgrounds researched, discussed, and wrote their memories of family gatherings, home cooking, restaurant outings, and other stories cooked up by the smells, tastes, sounds, sights, and textures that bring families and communities together. In addition to the stories, there are 37 recipes and over 170 photographs and images. (amazon.ca)



## Escape to Gold Mountain

Author: David Wong

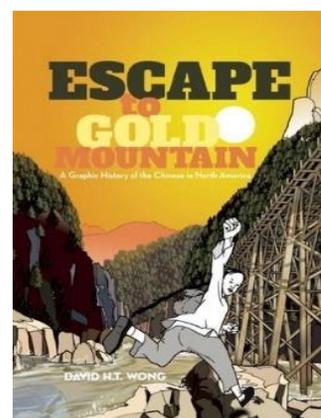
Genre: Graphic Historical Novel

ISBN: 9781552775271

Grades: 7 - 12

Key words: systemic discrimination, elders, immigrant's legacy, resilience, hope, family, history of immigrants in Canada

**Description:** This is a vivid graphic history of the Chinese experience in North America over the last 150 years, beginning with the immigration of Chinese to "Gold Mountain" (the Chinese colloquialism for North America) in the 1800s that resulted in decades of discrimination, subjugation, and separation from loved ones. (Goodreads)



## Finding Memories, Tracing Routes

Editor: Brandy Lien Worrall

Writers: Shirley Chan, Belinda Hung, Roy Mah, Dan Seto, Hayne Wai, Candace Yip, Gail Yip, and Ken Yip.

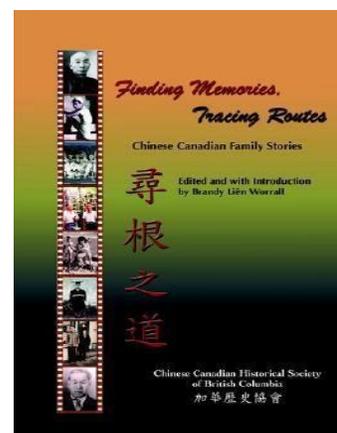
Genre: Short stories

ISBN: 1847281842

Grades: 7-12

Keywords: heritage and community roots, contributions to development of Canada, personal writings, Chinese Canadian, resilience, inclusion and diversity

**Description:** A ground breaking collection for capturing the diversity of British Columbia and Canada's past, this book shows the impact of personal writing for understanding our collective history. The eight stories demonstrate the power of finding our common history in the lives and deaths of those who came before us.



## Ghost Train

Author: Paul Yee

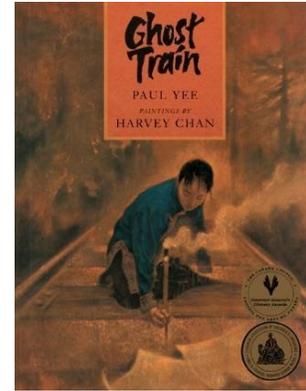
Genre: Picture book

ISBN: 978-0-88899-257-4

Grades: 7 - 12

Key words: discrimination, identity, family, endurance and resilience, Chinese Canadian history

**Description:** Based on the lives of the Chinese who settled on the west coast of North America in the early 1900s. Left behind in China by her father, who has gone to North America to find work, Choon-yi has made her living by selling her paintings in the market... (Goodreads)



## Goodbye, Again

Author: Jonny Sun

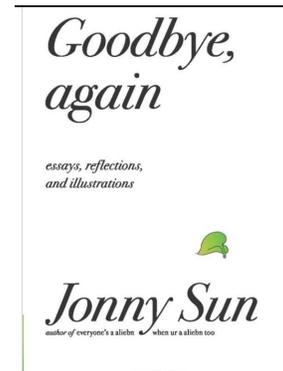
Genre: Personal essays, stories, poems

ISBN: 978-0062880857

Grades: 9-12

Keywords: humour, personal stories, anxiety and depression, loneliness, outsider, human connections

**Description:** This book is a collection of essays and other writings in his unique, funny, and heartfelt style. The pieces range from long meditations on topics like loneliness and being an outsider, to short humor pieces, conversations, and memorable one-liners. Jonny's honest writings about his struggles with feeling productive, as well as his difficulties with anxiety and depression will connect deeply with his fans as well as anyone attempting to create in our chaotic world. (Amazon.ca)



## Great Fortune Dream: The struggles and triumphs of Chinese settlers in Canada, 1858-1966

Authors: Lai, David Chuenyan, Guo, Ding.

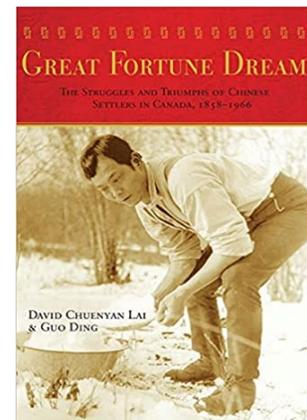
Genre: Non-Fiction; Emigration and immigration -- Government policy; History.

ISBN: 9781987915037

Grades: 9-12

Keywords: historical, demographic data, systemic racism & discrimination, migration, segregation, human rights, social justice

**Description:** In 1858, gold was discovered in the Fraser River. News of this discovery travelled to the Pearl River Delta, where, in the aftermath of the Opium Wars, many Chinese sought to escape the poverty, overcrowding, political unrest and even slavery-invaders from western Asia captured and shipped many Chinese to South America as "piglets". This tumultuous period marked the Chinese migration and life in Canada according to the four periods of Canada's policies on Chinese immigration, ranging from Free Entry to Exclusion.



## Hana Khan Carries On

Author: Uzma Jalaluddin

Genre: Fiction

ISBN-13: 978-1443461467

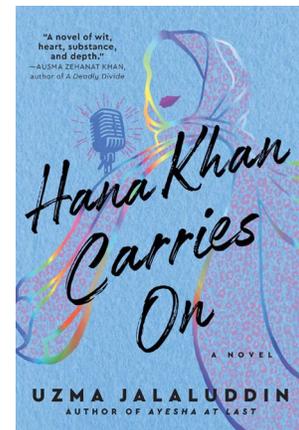
Grades: 9-12

Keywords: halal restaurant, family tradition, entrepreneurship, romance

**Description:** *Hana Khan Carries On* is a romantic comedy from Uzma Jalaluddin. Hana is an aspiring radio host who is working at her family's halal restaurant. With the arrival of her aunt, cousin and a rival restaurant, Hana's life is upended and family secrets are revealed...

(amazon.ca) **A CBC recommended book to read for Asian Heritage**

**Month** <https://www.cbc.ca/books/15-books-by-asian-canadian-authors-to-read-for-asian-heritage-month-1.6034349>



## home body

Author: Rupi Kaur

Genre: Poetry

ISBN-13: 978-1501175305

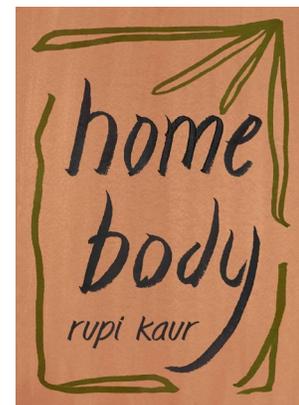
Grades: 9-12

Keywords: acceptance, love, family, personal reflection, change

**Description:** The author walks readers through a reflective and intimate journey visiting the past, the present, and the potential of the self. It is a collection of raw, honest conversations with oneself — a reminder to fill up on love, acceptance, community, family and embrace change...

(amazon.ca) **A CBC recommended book to read for Asian Heritage**

**Month** <https://www.cbc.ca/books/15-books-by-asian-canadian-authors-to-read-for-asian-heritage-month-1.6034349>



## Homes

Author: Abu Bakr Al Rabeeah and Winnie Yeung

ISBN 10: 1988298288

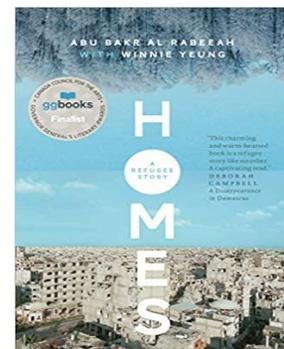
Genre: Biography

Grades: 7-12

Keywords: Syria, civil war, refugee and xenophobia, humanity, family resilience.

**Description:** Abu Bakr, one of eight children, was ten years old when the violence began on the streets around him: car bombings, attacks on his mosque and school, firebombs late at night. *Homes* tells of the strange juxtapositions of growing up in a war zone: horrific, unimaginable events punctuated by normalcy — soccer, cousins, video games, friends.

CBCBooks: <https://www.cbc.ca/books/canadareads/abu-bakr-al-rabeeah-teenage-refugee-from-syria-tells-his-story-with-help-from-his-teacher-winnie-yeung-1.4867358>



## How Do I Look?

Author: Sennah Yee

ISBN : 13 : 9781988355085

Genre : Non-fiction - Poetry

Grades : 11 - 12

Key words: media, micro-aggressions, pop culture, social construction of identity

**Description:** Through a series of flash poetry/non-fiction pieces, Sennah Yee's book *How Do I Look?* paints a colourful portrait of a woman both raised and repelled by the media.

*How Do I Look?* is a raw and vulnerable reflection on identities real and imagined. (Goodreads)



## How to Pronounce Knife

Author: Souvankham Thammavongsa

Genre: Personal stories; tragedy; humour

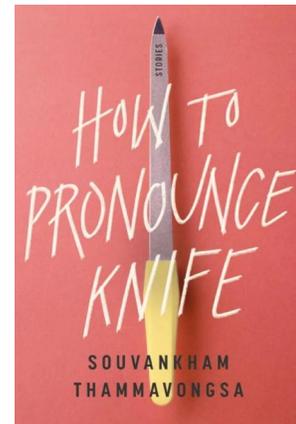
ISBN-13: 978-0771094606

Grades: 9-12

Keywords: belonging, cultural identities, humour, refugee experience, immigrant stories, love affairs, tragedy, trauma, resilience

**Description:** This book is a collection of idiosyncratic and diverse stories. Capturing the daily lives of immigrants, Souvankham Thammavongsa captures their hopes, disappointments, trauma and acts of defiance.

From a young man painting nails in a salon, to a housewife learning English from soap-operas, *How to Pronounce Knife* navigates tragedy and humour. (amazon.ca)



## Inside Out & Back Again Listen Slowly

Author: Thanhha Lai

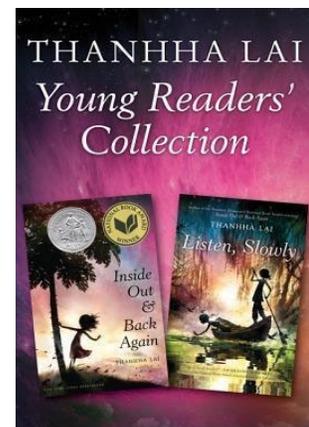
Genre: Novel

ISBN: 0062411837

Grades: 7 - 9

Key words: immigration, family, strength, belonging, connectedness, Vietnam, culture

**Description:** *Inside Out and Back Again*: Inspired by the author's childhood experience of fleeing Vietnam after the Fall of Saigon and immigrating to Alabama, this coming-of-age debut novel told in verse has been celebrated for its touching child's-eye view of family and immigration... (Goodreads)



## **Integrative antiracism: South Asians in Canadian academe**

Author: Samuel, Edith (Edith P.)

Genre : Non-Fiction

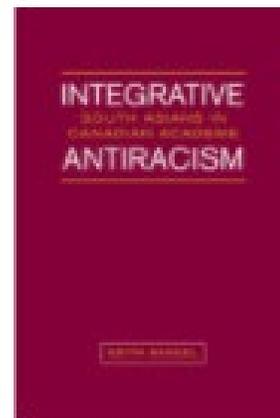
ISBN : 9781442676237

Grades : 11-12

Keywords: anti-racism, equity, education, inclusion

South Asian Canadians -- Education (Higher) -- Canada

**Description:** Through the exploration of the intricate patterns of South Asians' assimilation into university life, *Integrative Anti Racism* identifies the numerous barriers racial minorities encounter and suggests a variety of approaches to fostering a more equitable education system.



## **Iron Road**

Author: Li Jun

ISBN: 9781459731424

Film: [Iron Road – REEL CANADA](#)

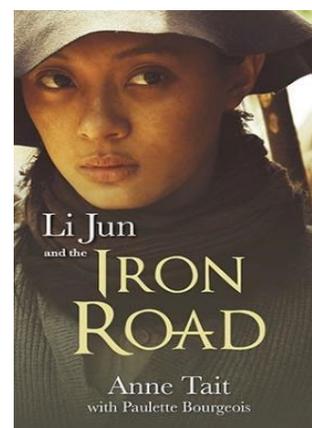
Director: David Wu

Genre: Novel & Film

Grades: 7 - 12

Key words: discrimination, identity, relationships, Asian Canadian history

**Description:** This is the story of a woman whose search for her long-lost father helped shape a nation. Set in the 1880s in southern China and the rugged mountains of British Columbia, *Li Jun and the Iron Road* follows a feisty homeless teenager nicknamed Little Tiger, who works in a Hong Kong fireworks factory and yearns to sail across the ocean to Gold Mountain to find her father and fulfill her dying mother's wish.



## **I've been meaning to Tell You**

Author: David Chariandy

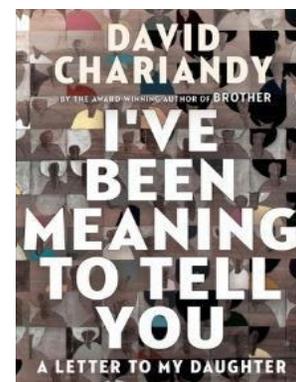
Genre: Fiction - novel

ISBN: 13: 9780771018077

Grades: 9 - 12

Key words: politics of race, slavery, indenture, immigration, conversations on racism, identity

**Description:** When a moment of quietly ignored bigotry prompted his three-year-old daughter to ask "what happened?" David Chariandy began wondering how to discuss with his children the politics of race. A decade later, in a newly heated era of both struggle and divisions, he writes a letter to his now thirteen-year-old daughter. (Goodreads)



## Jade Peony

Author: Wayson Choy

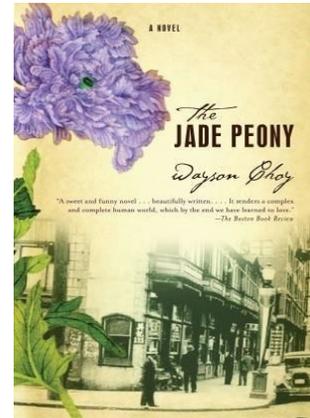
Genre: Novel

ISBN: 1590512162

Grades: 7 - 12

Key words: Chinatown, hybrid identity, belonging, endurance and resilience, Chinese Canadian experience, history, family poverty

**Description:** Chinatown, Vancouver, in the late 1930s and '40s provides the backdrop for this poignant first novel, told through the vivid reminiscences of the three younger children of an immigrant Chinese family.



## Journey after midnight: India, Canada and the road beyond

Author: Dosanjh, Ujjal

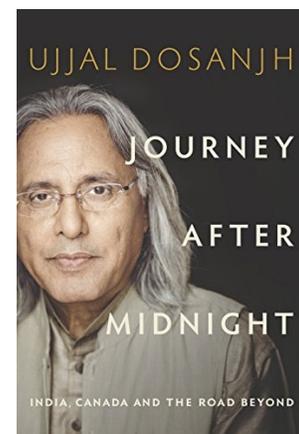
Genre: Memoir; Biography; Social Justices

ISBN: 9781927958568

Grades: 9-12

Keywords: memoir, legal system, human rights, politics, social justice, success stories

**Description:** A beautifully written and evocative memoir of one of Canada's most distinguished politicians. A midnight's child of poor rural India, Ujjal Dosanjh emigrated to the United Kingdom in 1964 at the age of eighteen, and spent nearly four years making crayons, car parts and shunting trains while he attended night school and learned English by listening to BBC Radio... This is a deeply personal and thoughtful memoir of Dosanjh's journey from his beloved India to the upper echelons of Canadian politics, a story that is both wise and compelling, about a man passionate about social justice and democratic process who continues to rail against injustice and corruption wherever it is happening in the world. (Amazon.ca)



## Justice in Our time: The Japanese Canadian Redress Settlement

Author: Miki, Roy, 1942; Kobayashi, Cassandra, 1952

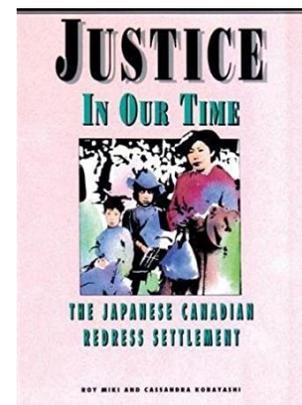
Genre: Non-fiction; Historical Japanese Canadians -- Evacuation and relocation, 1942-1945

ISBN: 9780889222922

Grades: 9-12

Keywords: historical, war memoir, internment, injustices, race relationship, settlement

**Description:** From 1942 to 1949, a group of innocent Canadians were uprooted from their homes and businesses on the west coast, dispossessed, and forced to disperse across Canada, merely on the basis of their Japanese ancestry. Some 4,000 were even exiled to war torn Japan. These injustices remained unresolved for nearly forty years. (amazon.ca)



## **(The) Language We Were Never Taught to Speak**

Author: Grace Lau

Genre: Poetry

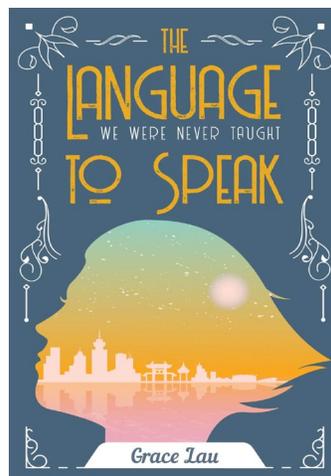
ISBN-13: 978-1771835879

Grades: 7-12

Keywords: immigration, faith, food, cultural identities, pop culture

**Description:** The poems in *The Language We Were Never Taught to Speak* use influences from pop culture, the Bible, tech and Hong-Kongese history to reflect and reveal how the stories of immigrants in Canada hold both universal truths and singular distinctions.

(amazon.ca)



## **(The) Last Exiles**

Author: Ann Shin

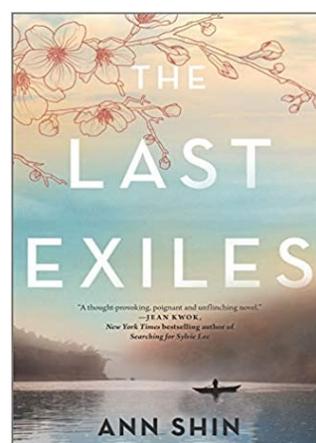
Genre: Fiction

ISBN-13: 978-0778311409

Grades: 9-12

Keywords: bravery, escape, famine, freedom, love, political upheaval, risk taking, North Korea

**Description:** A thought-provoking, poignant and unflinching novel. — Jean Kwok, *New York Times* bestselling author of *Searching for Sylvie Lee*. An unforgettable saga inspired by true events, *The Last Exiles* is a searing portrait of a young couple in Pyongyang and their fight for love and freedom. (amazon.ca)



## **Love & Courage: My story of family, resilience, and overcoming the unexpected**

Author: Singh, Jagmeet, 1979

Genre: Biography - Memoir

ISBN: 9781982105396

Grades: 9-12

Keywords: memoir, human rights, inspirations, politics, resilience, social justice, success stories, adversity, family, love, courage

**Description:** From the leader of Canada's New Democratic Party--Jagmeet Singh--comes a personal and heartfelt story about family and overcoming adversity. In October 2017, Jagmeet Singh was elected as the first visible minority to lead a major federal political party in Canada. The historic milestone was celebrated across the nation. This story is not a political memoir. This is a story of family, love, and courage, and how strengthening the connection between us all is the way to building a better world.



## Mami, My Grandmother's Journey

Author: Rebecca Lau

Genre : Autobiography

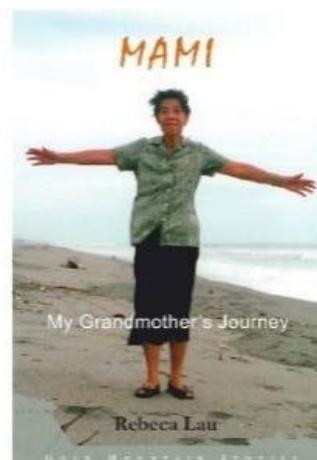
ISBN : 1250193532

ISBN13 : 9781250193537

Grades : 7-12

Key words: autobiography, food, family resilience, belonging, transnational and cross—cultural, generational sharing

**Description:** Rebeca Lau invites us along as she returns to what is still home after almost two decades away. In Tapachula, on the west coast of Mexico bordering Guatemala, Mami reminisces about a family history going back to 1919. As Mami tells stories, she cooks up familiar Chinese and Mexican delicacies, and the complexities of belonging and not belonging to China, Mexico, and Canada become clearer to Rebeca. (Goodreads)



## (The) Man who Knew Infinity

Author: Robert Kanigel

Genre: Biography

ISBN: 9780349104522

Genre: Film (2015)

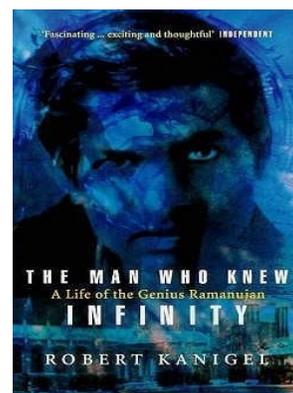
Director: Matt Brown

Grades: 11 - 12

Key words: cross cultures, racism, mathematics, physics, forgetting and remembering, inter-generation

**Description:** The tale of a relationship between a young Indian mathematics genius, Srinivasa Ramanujan, and his tutor at Cambridge University, G.H. Hardy, in the years before World War I.

<https://www.imdb.com/title/tt0787524/mediaviewer/rm3369406976/>



## Obasan

Author: Joy Kogawa

Genre: Autobiography

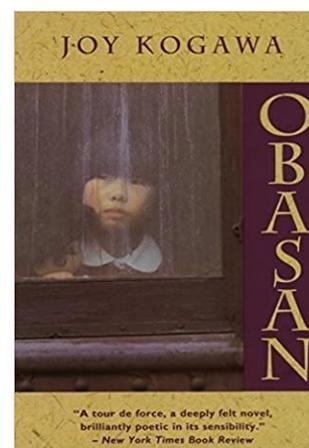
ISBN10: 0385468865

Grades: 9 -12

Key words: family silence, internment, World War II, discovery, endurance and reconciliation, Japanese ancestry, Japanese Canadian

**Description:** This award-winning novel was the first to tell the story of the evacuation, relocation, and dispersal of Canadian citizens of Japanese ancestry during the Second World War.

A powerful and passionate novel, Obasan tells, through the eyes of a child, the moving story of Japanese Canadians during the Second World War... (Goodreads)



## Passage to Promise Land: Voices of Chinese immigrant women to Canada

Author: Poy, Vivienne, 1941

Genre: Non-fiction; Chinese Canadian women -- Social conditions -- 20th century.

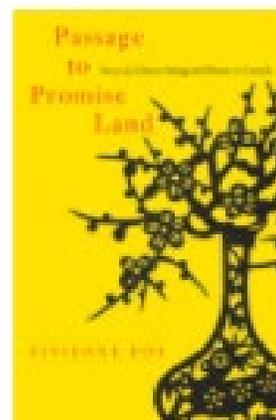
ISBN: 9780773541498

Grades: 9-12

Keywords: historical, gender inequality, systemic racism, resilience, human rights, politics, social justice, success stories

**Description:** Spanning more than six decades, *Passage to Promise Land* is a revealing study of Chinese immigration to Canada from the end of the Second World War to the present day. Tracing the evolution of immigration policy through the stories of Chinese immigrant women, Poy captures the social, political, and ethnic tensions of the period.

Although the narratives included here represent women of all ages and educational backgrounds, they share a common sense of determination and spirited resilience in the face of hardship.



## Redress: Inside the Japanese Canadian call for Justice

Author: Miki, Roy, 1942-

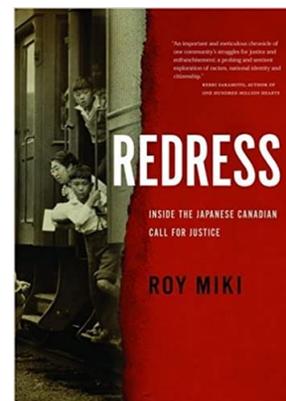
Genre: Japanese Canadians -- History

ISBN-13: 978-1551926506

Grades: 9-12

Keywords: historical, memoir, internment, injustices, politics, race relationship, tolerance, Japanese Canadian

**Description:** This passionate and important book-part memoir, part critical examination-explores the Japanese Canadian redress movement of the late 20th century, which sought compensation from the federal government for the internment of citizens of Japanese descent during World War II... The text interweaves the main historical narrative with stories from Miki's own personal and family histories, anecdotes of pivotal events in the redress movement. In the process, Redress illuminates the larger issues of race and tolerance in Canada as well as in other nations where "new citizens" seek acceptance. (Amazon.ca)



## Righting Canada's Wrongs: The Komagata Maru

Author: Pamela Hickman

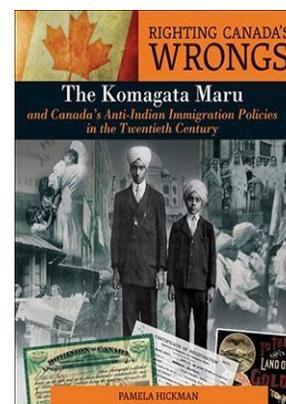
Genre: Non-Fiction – Historical, Education Resource

ISBN: 9781459404373

Grades: 9 - 12

Key words: immigration, structural racism in the execution of justice, struggle for social justice, history of Indo-Canadians in Canada

**Description:** In 1914, Canada was a very British society with anti-Asian attitudes. Although Great Britain had declared that all people from India were officially British citizens and could live anywhere in the British Commonwealth, Canada refused to accept them. (amazon.ca)



## Righting Canada's Wrongs: Japanese Canadian Internment in the Second World War

Author: Pamela Hickman and Masako Fukawa

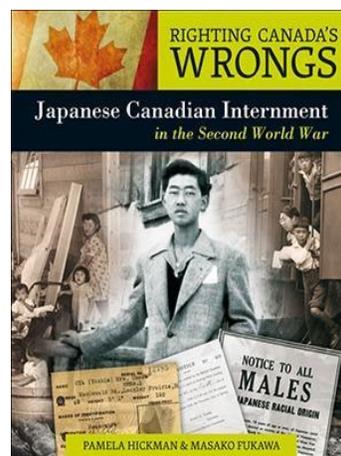
Genre: Non-Fiction – Historical, Education Resource

ISBN: 9781552778531

Grades: 7-12

Key words: Government policies and politics, War Measures Act, segregation, family separation, dispossession, lost of citizenship rights, struggle for social justice, Japanese Canadian

**Description:** This book is an illustrated history of the wartime internment of Japanese Canadian residents of British Columbia. At the time when Japan attacked Pearl Harbor, Japanese Canadians numbered well over 20,000. (amazon.ca)



## Righting Canada's Wrongs: The Chinese Head Tax

Author: Arlene Chan

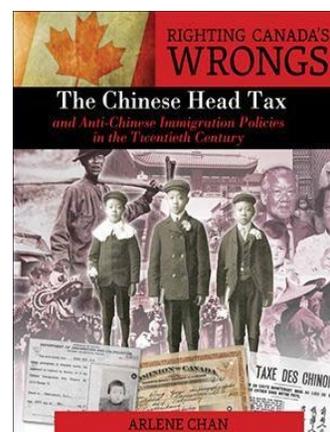
Genre: Non-Fiction – Historical, Education Resource

ISBN: 9781459404434

Grades: 7 - 12

Key words: official structural racism and policies, cultural barriers, struggle for social justice, stereotype tropes, contributions to the development of Canada, history of Chinese Canadians in Canada

**Description:** The first Chinese immigrants arrived in Canada in the mid-1800s searching for gold and a better life. They found jobs in forestry, mining, and other resource industries. But life in Canada was difficult and the immigrants had to face racism and cultural barriers. (amazon.ca)



## Satellite Love

Author: Genki Ferguson

Genre: Fiction

ISBN-13: 978-0771049873

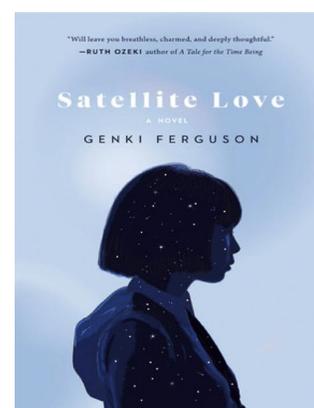
Grades: 9-12

Keywords: Imagination, loneliness, faith, meaning, connection, healing

**Description:** Set in 1999 Japan, *Satellite Love* is a heartbreaking and beautifully unconventional debut novel about a girl, a boy, and a satellite--and a bittersweet meditation on loneliness, alienation, and what it means to be human.

**A CBC recommended book to read for Asian Heritage Month**

<https://www.cbc.ca/books/15-books-by-asian-canadian-authors-to-read-for-asian-heritage-month-1.6034349>



## Scarborough

Author: Catherine Hernandez

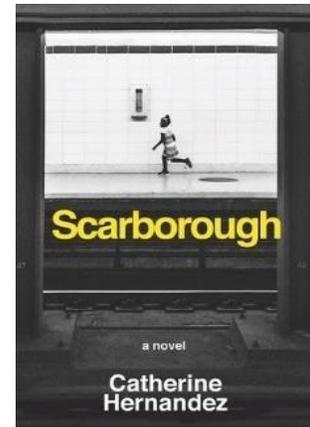
Genre: Fiction

ISBN-13: 9781551526775

Grades: 9 - 12

Key words: poverty, crime, multiculturalism, community, multiple voices, hope and success

**Description:** Scarborough is a low-income, culturally diverse neighborhood east of Toronto, the fourth largest city in North America; like many inner-city communities, it suffers under the weight of poverty, drugs, crime, and urban blight... *Scarborough* offers a raw yet empathetic glimpse into a troubled community that locates its dignity in unexpected places: a neighborhood that refuses to be undone. (Goodreads)



## Secrets from My Vietnamese Kitchen

Author: Kim Thuy

Genre: Memoir - cookbook

ISBN: 0525610227

Grades: 7 - 12

Key words: identity, food and cooking, family, relationships, love

**Description:** Between careers as a lawyer and an acclaimed novelist, Kim Thúy ran a celebrated restaurant called Ru de Nam in Montreal. Now, in her first cookbook, Kim combines her beautiful storytelling style with simple and wonderful recipes that are full of flavour: surprising yet comforting, and easy enough for every day. Kim says that Vietnamese often display their affection more easily with food than with words. This exquisite book deliciously demonstrates that every meal is an opportunity to show love, and to be grateful for those who sit down to eat with us. (Goodreads)



## Seven

Author: Farzana Doctor

Genre: Personal Stories

ISBN: 978-1459746398

Grades: 11-12

Keywords: cultural value, family tradition, mystery, diasporic identity and feminism, age-old ritual, conflict, resolution

**Description:** When Sharifa accompanies her husband on a marriage-saving trip to India, she thinks that she's going to research her great-great-grandfather, a wealthy business leader and philanthropist. What captures her imagination is not his rags-to-riches story, but the mystery of his four wives, missing from the family lore. She ends up excavating much more than she had imagined. (amazon.ca)



## Stumbling through Paradise

Author: Eleanor Guerrero-Campbell

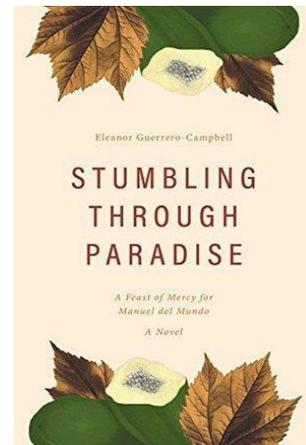
Genre : Non-Fiction

ISBN-13 : 9781460283639

Grades : 11 - 12

Key words: immigrant struggles and integration, multiculturalism, perseverance, family bonds, hope and success, Filipino

**Description:** *Stumbling Through Paradise: A Feast of Mercy for Manuel del Mundo* follows the journey of one Filipino family, who leave everything behind in order to build a new life for themselves in Canada, and their struggle to find their way. (google books)



## Swimming Back to Trout River

Author: Linda Rui Feng

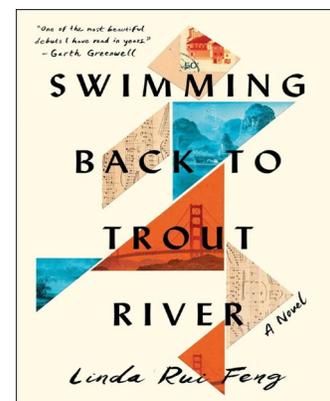
Genre: Fiction

ISBN-13: 978-1982171520

Grades: 9-12

Keywords: cultural conflict, family tragedies, family reunion, ambitions, dreams

**Description:** The author traces back to the summer of 1986 in a Chinese village. It tells the story of 10-year-old Junie after she receives a momentous letter from her parents, Momo and Cassia, who had left for America years ago. In order to reunite all three members, some painful family secrets must be brought to light. (amazon.ca)



## Taste from Home

Genre: Short Stories

Grades: 7 - 12

Key words: new immigrants, transnational and cross-cultural life, relationship, food and family

**Description:** The fourteen refugees who were featured in the cookbook have incredible pasts full of resilience, hope and fear. Their stories are featured in "Tastes from Home", but there is so much more to these inspiring folks than one page can allow.

Published: UNHCR <https://unhcrCanada.medium.com/behind-the-scenes-with-the-refugees-and-contributors-of-tastes-from-home-eb991063f11b>



## They Called Us Enemy

Author: George Takei <https://www.georgetakei.com/>

Genre: Graphic Novel - Historical

ISBN: 1603094504

ISBN-13: 9781603094504

Grades: 7-12

Keywords: war memoir, Japanese racism, internment, displacement, dispossession, identity, belonging

**Description:** George Takei woke up as a four-year-old boy to find his own birth country at war with his father's -- and their entire family forced from their home into an uncertain future. *They Called Us Enemy* is Takei's firsthand account of those years behind barbed wire, the joys and terrors of growing up under legalized racism, his mother's hard choices, his father's faith in democracy, and the way those experiences planted the seeds for his astonishing future. (Goodreads)



## Toward the North

Editors: Hua Laura Wu, Xueqing Xu, Corinne Bieman Davies

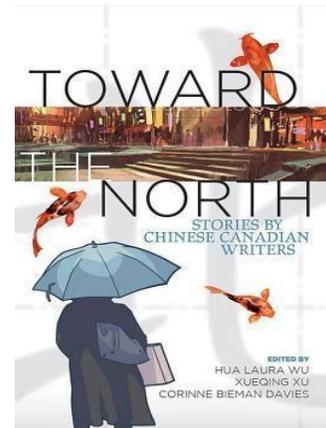
Genre: Short stories

ISBN: 1771335653

Grades: 7-12

Keywords: transnational and cross-cultural life, identity, cultural assimilation and resistance, perspectives on multicultural Canada, navigating worlds of belonging

**Description:** *Toward the North* is the first anthology of thirteen short fiction pieces written and translated by Chinese-Canadian writers during the last two decades, each of which depicts the contemporary lives of new Chinese immigrants to Canada, and illustrates newcomers' perspectives of multicultural Canada. Struggles between cultural assimilation and resistance are vividly and captivatedly portrayed. The authors' approaches to their characters' life experience of culture's in-between displays an intriguing diversity both in content and in styles. (Goodreads)



## (The) Two Michaels

Authors: Blanchfield, Mike, -Hampson, Fen Osler.

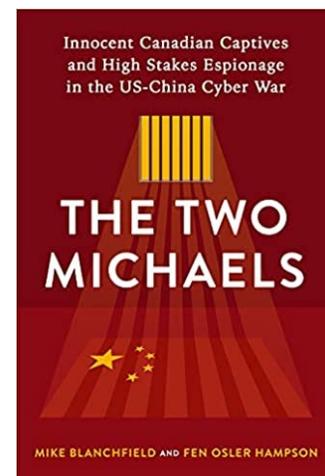
Genre : Non-fiction ; Politics

ISBN-13 : 978-1989555545

Grades: 9-12

Keywords: cold war, cyber espionage, diplomacy, global affairs, imprisonment, political sanction, perspective

**Description:** Landing in Vancouver on a flight from Hong Kong on December, 2018, Chinese telecom executive Meng Wanzhou was arrested by Canadian authorities with an American extradition warrant. The US Department of Justice accused Meng of fraud and bypassing sanctions against Iran. (amazon.ca)



## Two Trees Make a Forest

Author: Jessica J. Lee

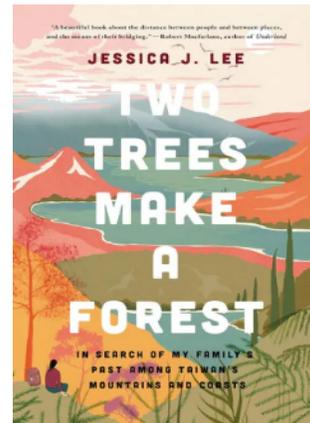
Genre : Personal stories ; travel ; nature ; memoir

ISBN-13: 978-0735239579

Grades: 9-12

Keywords: ancestral homeland, colonialism, historical, family stories, nature, travel

**Description:** A chance discovery of letters written by her immigrant grandfather leads Jessica J. Lee to her ancestral homeland, Taiwan. There, she seeks his story while growing closer to the land he knew. (amazon.ca)



## We have not Stopped Trembling Yet

Author: E J R David

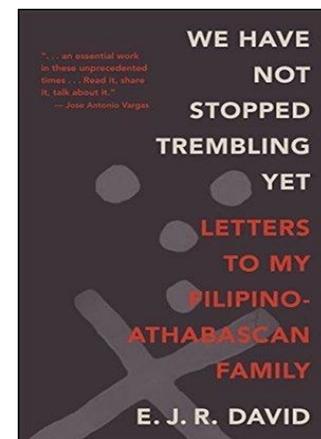
Genre: Non-Fiction - Letters

ISBN: 1438469527

Grades: 11 - 12

**Key words:** colonialism, immigration, identity, racism, intergenerational trauma, internalized oppression, strength, belonging, connectedness, sexism, Filipino

**Description:** In a series of letters to his mixed-race Koyukon Athabascan family, E. J. R. David shares his struggles, insecurities, and anxieties as a Filipino American immigrant man, husband, and father living in the lands dominated by his family's colonizer. The persecution of two marginalized communities is brought to the forefront in this book. Their histories underscore and reveal how historical and contemporary oppression has very real and tangible impacts on Peoples across time and generations. (Goodreads)



## We Two Alone

Author: Jack Wang

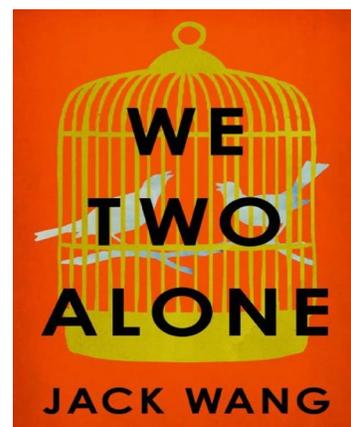
Genre: Fiction

ISBN-13: 978-1487007461

Grades: 9-12

Keywords: Immigration, five continents, apartheid, laundry boy, hockey

**Description:** The Author traces the evolution of the Chinese immigrant experience. Tracing various people, families and professionals across the globe, Jack Wang creates a tapestry of experience that encompasses the trials and tribulations of a diaspora trying to find its place in the world. (amazon.ca)



## Welcome Home

Author: Najwa Zebian

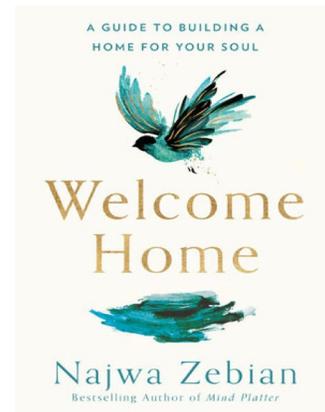
Genre: Memoir & Poetry

ISBN-13: 978-0735240674

Grades: 9-12

Keywords: alienation, belonging, cultural expectations, healing, self-worth, solace, Muslim women, understanding

**Description:** Zebian shares her personal story for the first time, powerfully weaving memoir, poetry, and deeply resonant teachings into her storytelling, from leaving Lebanon at sixteen, to coming of age as a young Muslim woman in Canada, to building a new identity for herself as she learned to speak her truth. (amazon.ca)



## (A) Woman in Between: Searching for Dr. Victoria Chung

Published: John Price and NingPing Yu

Genre : Non-Fiction - Biography

Grades : 7 - 12

Key words: contribution to Canada, social justice, Canadian missionary, medical science

**Description:** Ten years in the making, *A Woman in Between: Searching for Dr. Victoria Chung*, finally brings together the complex and intriguing story of Dr. Victoria Chung, the first Asian Canadian, man or woman, to earn a medical degree in Canada. In 1923, Dr. Chung went to China as a medical missionary.

<https://chinese-canadian-historical-society-of-bc.square.site/product/a-woman-in-between-searching-for-dr-victoria-chung/7>



## You Are Eating an Orange, You Are Naked

Author: Sheung-King

Genre: Fiction - Folktales

ISBN 13: 978-1771666411

Grades: 11-12

Keywords: folktales, emotions, orientalism, philosophical

**Description:** A young translator living in Toronto frequently travels abroad—to Hong Kong, Macau, Prague, Tokyo—often with his unnamed lover. In restaurants and hotel rooms, the couple begin telling folktales to each other, perhaps as a way to fill the undefined space between them. (amazon.ca)



## Minor Feelings

Author: Cathy Park Hong

Genre : Autobiography, Memoir

ISBN : 1984820362

Grade : 10-12

Key words: race, mental health, shame and stigmatization, racial consciousness, outsider, identity and belonging, self-worth, LGBTQ, psychology, solidarity

**Description:** Poet and essayist Cathy Park Hong blends memoir, cultural criticism, and history to expose the truth of racialized consciousness in America. Binding these essays together is Hong's theory of "minor feelings." (Goodreads)



## The WOO-WOO

Author: Lindsay Wong

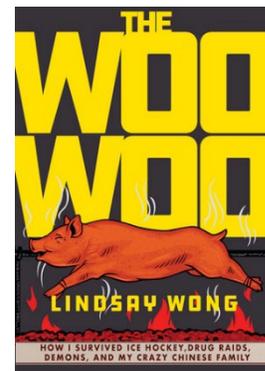
Genre: Memoir – Family's struggles with mental health

ISBN: 1551527367

Grade 9 -12

Key words: immigrant experience, family crises, taboos of mental illness, stigmatization, LGBTQ

**Description:** In this jaw-dropping, darkly comedic memoir, a young woman comes of age in a dysfunctional Asian family whose members blamed their woes on ghosts and demons when in fact they should have been on anti-psychotic meds.



On one hand a witty and touching memoir about the Asian immigrant experience, and on the other a harrowing and honest depiction of the vagaries of mental illness, *The Woo-Woo* is a gut-wrenching and beguiling manual for surviving family, and oneself. (Goodreads)

CBC Books: <https://www.cbc.ca/books/the-woo-woo-by-lindsay-wong-1.4759689>

## SECTION 5.1.1 Films and Videos

### All Our Father's Relations

Published: National Film Board, Canada

Director: Alejandro Yoshizawa

[CBC Gem - Absolutely Canadian - All Our Father's Relations](#)

Genre: Film - Documentary

Grades: 7 - 12

Key words: Chinese-Indigenous social history, navigating two worlds, family fragmentation and reunification, identity and belonging

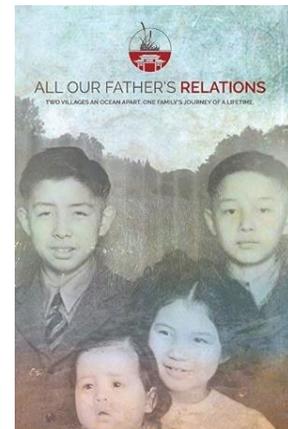
**Description:** From Musqueam to China: documentary tells story of Chinese-Indigenous family reconnecting.

In 2013, the elderly Grant siblings had an intercontinental family reunion. The four brothers and sisters, from Musqueam First Nation in Vancouver, travelled to China that year to meet their father's side of the family and visit his ancestral home for the first time.

Their story was captured by director Alejandro Yoshizawa in the Absolutely Canadian documentary All Our Father's Relations, available on CBC Gem.

"It was personally fascinating to see how they had to navigate their upbringing and their identities," said Yoshizawa.

"Ultimately, it's a family story, and seeing how they negotiate not only Canadian legislation, prejudice, but also their own relationship with their mother and father. I think it speaks to a lot of people." (NFB, Canada)



## What Flowers They Bloom

Director: Calvin Hwang

[What Flowers They Bloom — Supre \(suprecontent.com\)](#)

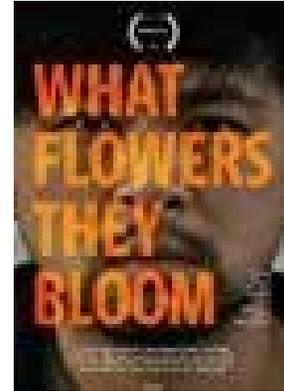
<https://www.imdb.com/title/tt13223722/>

Genre: Film – Documentary

Published: Supre

Grades: 7 - 12

Key words: social media, disinformation and racism, stigmatization, mental wellbeing, community, public health services, belonging



**Description:** A first-hand account of disinformation, mental health and anti-Asian racism during the Covid19 pandemic.

Andy Sue, a neighbourhood florist, was a target of racialized scapegoating. We follow his journey to understand the implications of stigma and racism, and seek to better understand the psychology of why some people become ensnared by it.

Through Andy's experiences, this documentary takes an intimate look at the psychological trauma of a first-hand encounter with anti-Asian racism during the pandemic. The film examines the social and public health implications of our digital media reality, where social media algorithms detect bias to translate fear, blame and outrage into profit. (imdb)

## Recipe for Change

Genre: Video film

[Dine with Hasan Minhaj, Eugene Lee Yang, and Michelle Kwan | Recipe for Change - YouTube](#)

Grades: 9 - 12

**Key words:** bias, food stereotype, discrimination, identity, belonging, food, Asian experiences in Canada and USA



**Description:** Hasan Minhaj, Eugene Lee Yang, and Michelle Kwan are joined by Olivia Munn, Jay Shetty, Margaret Cho, BD Wong, Katelyn Ohashi, Lisa Ling, Auli'i Cravalho, Asia Jackson, Simu Liu, Amanda Nguyen, Tina Tchen, Ross Butler, Jason Y Lee, Brandon Flynn and Sophia Bush.

Together they'll celebrate global Asian and Pacific Islander culture and discuss the recent and historic acts of violence against the API community, all while dining on prepared cuisine from acclaimed Chefs.

Don't just take a seat at the table; take a stand.

## Section 5.1.2 Short Animation

### WiNDUP

<https://youtu.be/efGqe1j3RNk> (9:55 mins)

Learn more about WiNDUP: <https://on.unity.com/2Z2RMx1>

Directed by: Yibing Jiang

Producers: Aleksander Karshikoff, Silvia Rasheva

Executive Producer: Junbo Zhang



WiNDUP: Award-winning animated short film | Unity

Unity · 13M views · 1 year ago

### SOAR

<https://youtu.be/UUlaseGrkLc> (6:14 mins)

A heart-warming award-winning 3D animated short called "Soar" about a young girl who must help a tiny boy pilot fly home before it's too late, created by the talented Alyce Tzue!

Written and Directed by Alyce Tzue - [alycetzue.com](http://alycetzue.com)

Music by Jack Gravina - [jackgravina.com](http://jackgravina.com)

Produced by Anson Yu - [ansonyu.tw@gmail.com](mailto:ansonyu.tw@gmail.com)

VFX Supervisor Derek Flood - [imdb.com/name/nm0282541](http://imdb.com/name/nm0282541)



CGI \*\*Award-Winning\*\* 3D Animated Short : "Soar" - by Alyce Tzue | TheCGBros

TheCGBros · 7.3M views · 6 years ago

### THE BOX

<https://vimeo.com/285315787> (6.48 mins)

Witten and Directed by: Merve Cirisoglu Cotur

Website: [www.mervecirisoglu.com/the-box](http://www.mervecirisoglu.com/the-box)

The Box, the animated story of one of the millions of war children, got screened on over 240 film festivals in 52 different countries and won 44 awards worldwide.

It's based on the happy life of a kid which alters instantly with the sudden war and pushes him in a state of struggle. The war changes not only lives, but also the role of his box; first as a carefully built toy house, then as a place to take shelter in a refugee camp with full of dangers and finally as a boat that sails for a journey towards hope.



THE BOX - A multi-award winning animated short film

Merve Cirisoglu Cotur · 2.4M views · 3 years ago

## ONE SMALL STEP

<https://youtu.be/yWd4mzGgQYo> (7:74 mins)

Luna is a vibrant young Chinese American girl who dreams of becoming an astronaut. From the day she witnesses a rocket launching into space on TV, Luna is driven to reach for the stars. In the big city, Luna lives with her loving father Chu, who supports her with a humble shoe repair business he runs out of his garage. As Luna grows up, she enters college, facing adversity of all kinds in pursuit of her dreams.

Directed by Andrew Chesworth and Bobby Pontillas  
Produced by Shaofu Zhang  
CG Supervisor: Joy Johnson  
Head of Pipeline: Andrew Jennings  
Music: Steve Horner



CGI Animated Short Film: "One Small Step" by TAIKO Studios | CGMeetup  
CGMeetup · 31M views · 3 years ago

## LET'S EAT

[www.letseatshortfilm.com](http://www.letseatshortfilm.com) (8 :30 mins)

*Let's Eat* centers on the relationship between a mother and daughter in a Chinese-American immigrant family. As a single parent in an unfamiliar country, Ma's entire life centers around raising Luan, her rambunctious young daughter. Likewise, Luan spends her childhood indulging in endless quality time with her playful, loving mother. However, as Luan grows up, it isn't long before daily life interferes and causes mother and daughter to grow apart. By channeling their feelings into cooking, the two strive to find their way back to each other, one homemade meal at a time.

Ma and Luan's tale touches upon mother-daughter relationships, the American immigrant experience, and the unspoken translation of love into food - familiar themes reflected through a fresh perspective often overlooked in mainstream media.



Let's Eat - Award Winning Animated Short Film  
Anamon Studios · 1M views · 5 months ago

## FOUND

<https://youtu.be/T4ZLUkafGRQ> (4 :05 mins)

Written, Directed, & Animated by: Sun Luu  
Original Poetry & Performance: Sun Luu  
Voice Acting:  
Alex Luu (as James Nguyen)  
Cameron Saffle (as Bullies)  
Jason Chu (as Grandpa James)  
Taylor Torres (as Granddaughter)  
Created at USC School of Cinematic Arts



'FOUND' - CGI Animated Short Film (Spoken Word Short Film)  
Sun Luu · 12K views · 2 years ago

**Description:** Unsure of his place in the world, James Nguyen finds refuge in the comfort of his culture and the bravery of his imagination. *Found* is a CGI animated short film narrated with spoken word.

**Poem by Sun Luu**

"I didn't sleep in the same bed my parents slept in as kids.  
So, the American dream I had  
Was never what they envisioned.  
Their childhood was a horror story I was too young to comprehend  
My childhood was a daydream;  
A coming of age I could not fully translate.

But I hurt, nonetheless.

My classmates would pull their eyelids  
To hold me back  
And I was a stubborn boy who cried oceans  
Wondering  
Why everyone insisted I was different.

At the back of class, I would doodle.  
Dad didn't talk much about his past  
So, I would connect his jagged memories  
Through comic books, movies, and games  
Compared my family to heroes that didn't look like me.  
I drew them with big muscles and capes  
Colored in with bright crayons  
Their skin drenched in gold  
Heroes who saw the world with almond eyes...

The superhero I imagined for myself  
Would be a self-portrait, but older  
Wise enough to love my skin.  
No alter-ego to assimilate with  
My symbol would be my last name  
And all the gold it carries.  
Before it was stolen.  
Before colonizers invaded my mother's land;  
Pillaged her riches in the name of a God we would not pray to

My powers would come from my mother's cooking,  
My father's working hands  
And all the ways my people survived

Make-believe  
was where I first made a spotlight  
For myself.  
No one else to credit but my own will  
To rewrite history."

## Section 5.2 Intermediate & Senior Learning Activities

### Theme: Identity and Diversity

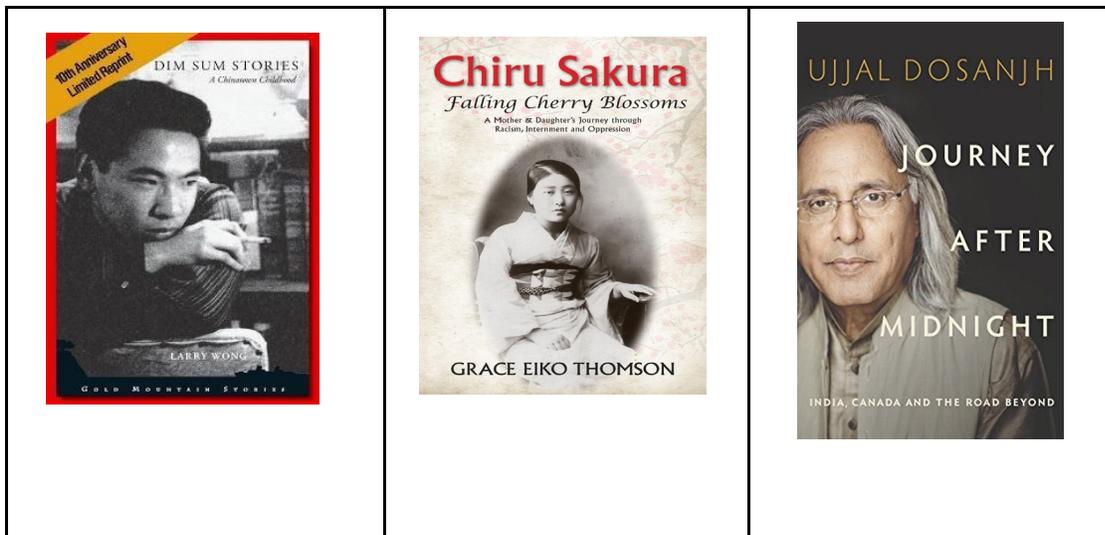
Learning from “textual lineages” (Alfred Tatum 2009) provides meaningful significance in our lives. They become part of our histories and lineages. (Gholdy Muhammad 2020)

*“Who am I?” is a question all of us ask at some point in our lives, and it is a particularly critical question for students’ own social, moral, and intellectual development. Our society—through its particular culture, customs, institutions, and more—provides us with language and labels we use to answer this question for ourselves and others.”* (Source: Facing History: Exploring Individual Identity <https://www.facinghistory.org/back-to-school-2019/teaching-toolkit/exploring-individual-identity/>)

### Sample Activities

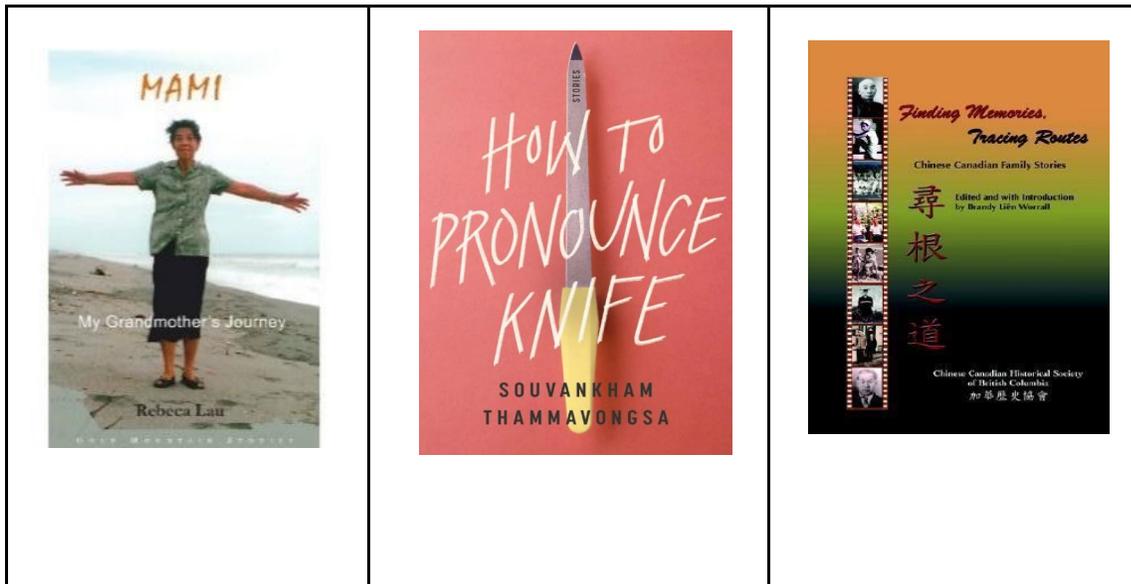
#### Texts that are memoirs

- Looking at the title of the book, why do you think the author chose the title?
- Look at the book’s illustration, why do you think the author chose this image?
- What connections do the title and illustration provoke in you?
- Using the connections, you made, write as a short memoir about yourself and your family.
- What title would you give your memoir? Illustrate the front cover.



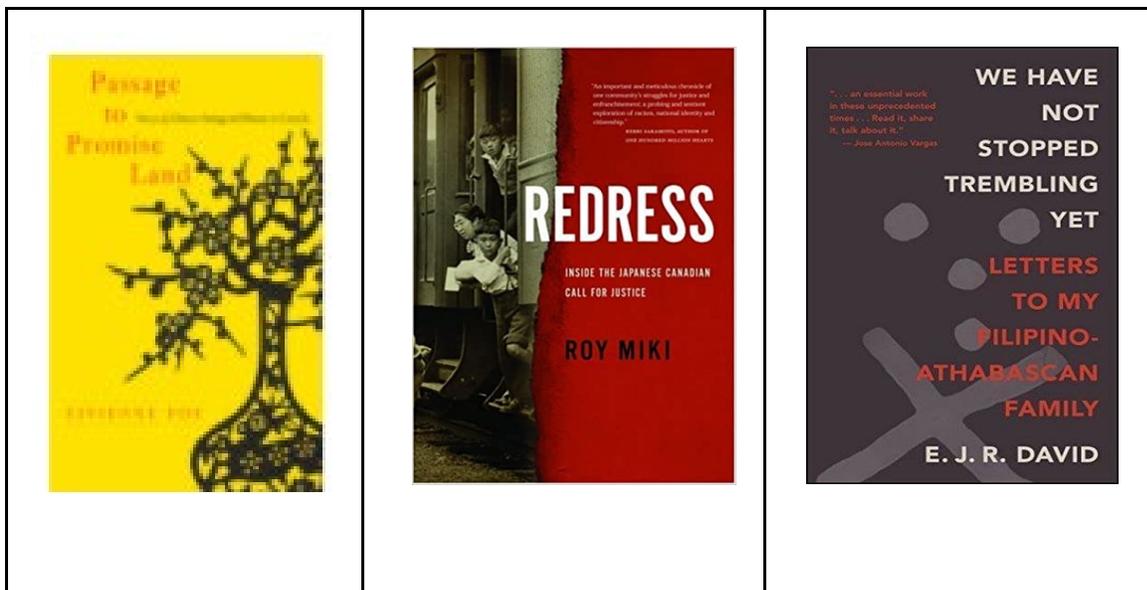
#### Texts that are biographies

- Multi-generational family stories contribute to the discovery of one’s identity positively and negatively. Do you agree or disagree with this statement?
- Explain your position with evidence from your own experiences.
- What roles do your family and those close to you play in your everyday life?



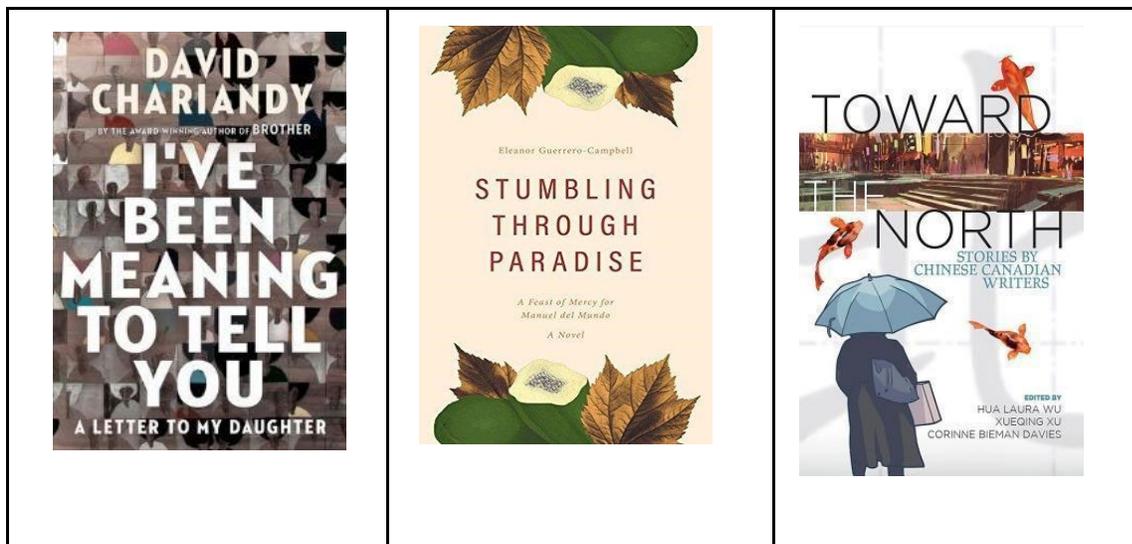
**Texts that are historical non-fiction**

- How does the text enable you to take a deeper look at how a community is represented? Please elaborate and support your position using evidence from the text.
- How do the text's representations make you feel? What representations do you agree or disagree with?
- Did they change your understanding of how you see your community and/or another community? Explain the change and why.



**To explore stereotype tropes / negative representations** impact the ways in which we perceive ourselves and are similar to and different from the way's others may perceive us.

- What parts of our identities do we choose for ourselves?  
What parts of our identities are determined for us by other people or by society?
- What is the most important part of your identity? What is a story that explains its significance to you?
- What is one thing that you want others to know about your identity, and why?
- What is one difference between how you think about yourself and how others might describe you?
- One misunderstanding a stranger, friend, teacher etc. might have about me .....  
But in reality, the truth about me is ...
- Who is a non-fiction (historic or current) or fiction figure that you identify with or admire, and why?



## Theme: Racial Cultural Representations

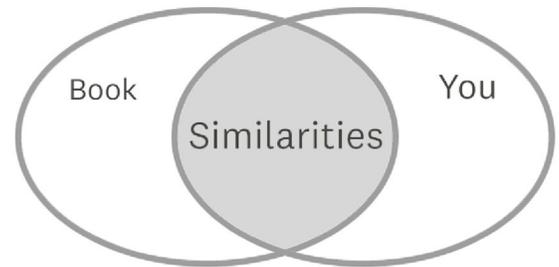
Learning from primary source documents and historical texts provide students with social and political thinking from different eras; and give accounts of the perspectives of people who lived during that time. The texts are starting points for research / inquiry, where students seek answers to questions they pose.

### Sample Activities

- Students compare and contrast the cultural representations of what they have seen and experienced with the settings and experiences of characters in the text. (Source: adapted from Teaching Books)

Consider the time, people, place, and events in the text: for example, neighborhood, community, home, climate, and era.

What do you see in the book? What do you see in your own world? Reflect on the similarities: setting in the book and the setting in your world



Reflect on how privilege, power, and inequities have played a role in the text. Reflect on how privilege, power, and inequities have played a role in your life. How are your experiences different or similar from the text?

Do the content e.g. time, people, place, and events prompted you to consider privilege, power, and/or inequities when reading the text. Please elaborate and provide evidence from the text.

Race                      Immigration                      Ethnicity                      Religion                      Language  
Gender Age              LGBTQIA                      Ability                      Class

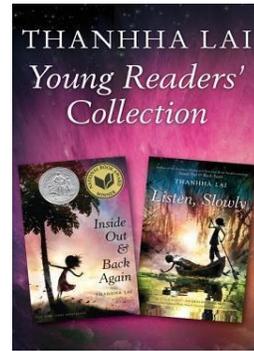
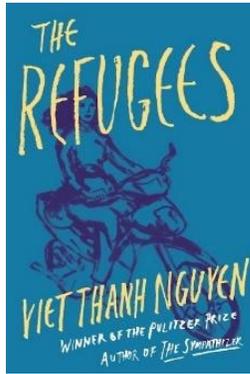
As you consider the text and your responses above, please elaborate on your awareness of positive and negative cultural representations. Where appropriate, include examples from the texts or in your own world. Did they inspire your interest in search for related texts? Did they provoke you to ask questions and seek answers?

Suggested texts for the study of specific Asian-Canadian community:

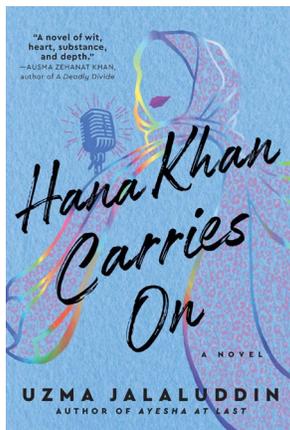
e.g. Chinese Canadian

<p>BLOOD AND SWEAT OVER THE RAILWAY TRACKS Chinese Laborers Constructing the Canadian Pacific Railway (1880-1905) LILY SIUWAN CHOW</p>	<p>Brokering Belonging Chinese in Canada's Exclusion Era, 1885-1945 Lisa Rose Mar</p>	<p>GREAT FORTUNE DREAM THE STRUGGLES AND TRIUMPHS OF CHINESE SETTLERS IN CANADA, 1855-1969 DAVID CHUENYAN LAI &amp; GUO DING</p>
--	---	--

e.g. Vietnamese Canadian



e.g. Muslim Canadian



THE BOX - A multi-award winning animated short film  
Merve Cirisoglu Cotur · 2.4M views · 3 years ago

## Theme: Refugees and Xenophobia

Learning from layered texts to understand local, national and global communities and to engage in critical thinking and critical literacy.

### Sample Activities

- CBC radio broadcast that aired July 29<sup>th</sup>, 1979 that had two individuals debate their very different views on the Vietnamese refugees, let's have a listen...  
<https://www.cbc.ca/archives/entry/refugees-some-say-go-home>

Why might governments deny refugees entry to their country? Which of these arguments do you agree or disagree with and why?

How do the different positions of discussants may affect their views on the role of governments?

- Let's listen to CBC: The Global Refugee Problem [The global refugee problem | CBC Radio](#)

#### Discussants:

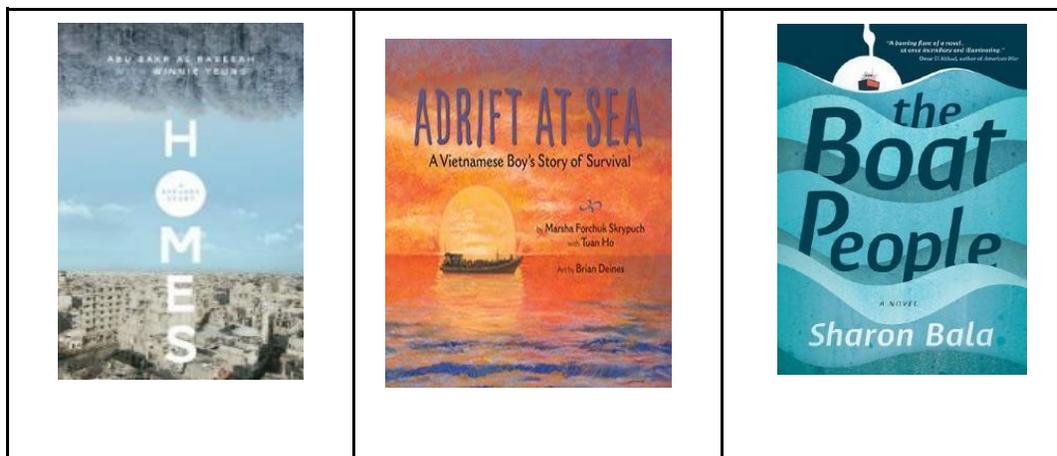
- **Dawn Chatty** is a Professor of Anthropology and Forced Migration and the former director of the Refugee Studies Centre at the University of Oxford. She spent several months in Turkey studying the Syrian refugee crisis.
- **Jennifer Hyndman** is the Director of the Centre for Refugee Studies at York University, and she's the co-author of a forthcoming book about the protracted displacement of refugees.
- **Bob Rae** is a former premier of Ontario, former Member of Parliament and foreign affairs critic for the federal Liberals. He's also a former chairman of the NGO, Forum of Federations. Today, he works in aboriginal and human rights law.

What factors were discussed on the role of Canada in the Syrian refugee crisis?

What is the impact of using the term "irregular migrants" instead of "refugees"?

- Historical and contemporary events today have shown that countries do not accept, receive and / or treat all refugees the same. If you were in charge of admitting refugees to Canada, what factors would affect the acceptance of refugees as prospective settlers and why?
- Research and discuss the challenges that refugees face upon arriving in Canada. What obligations, if any, do individuals, communities, and governments have towards refugees who are accepted into Canada? Investigate what resources are available in your community to support refugees.

Some suggested texts on Asian-Canadian refugee experiences:



## Theme: Asian Voices and Faces in Media

Learning from layering of texts which are print and non-print, powerful and multimodal

### Sample Activities

We're consuming media all the time. But are the Asian voices we hear and the faces we see as diverse and reflective of Asian Canadians as they could be? Divide the class into small groups, take a deep dive into the representation of Asian-Canadians in film, TV, music, journalism and social media.

### Watch Video

#### 1. Recipe for Change (Video length approx. 55 minutes)

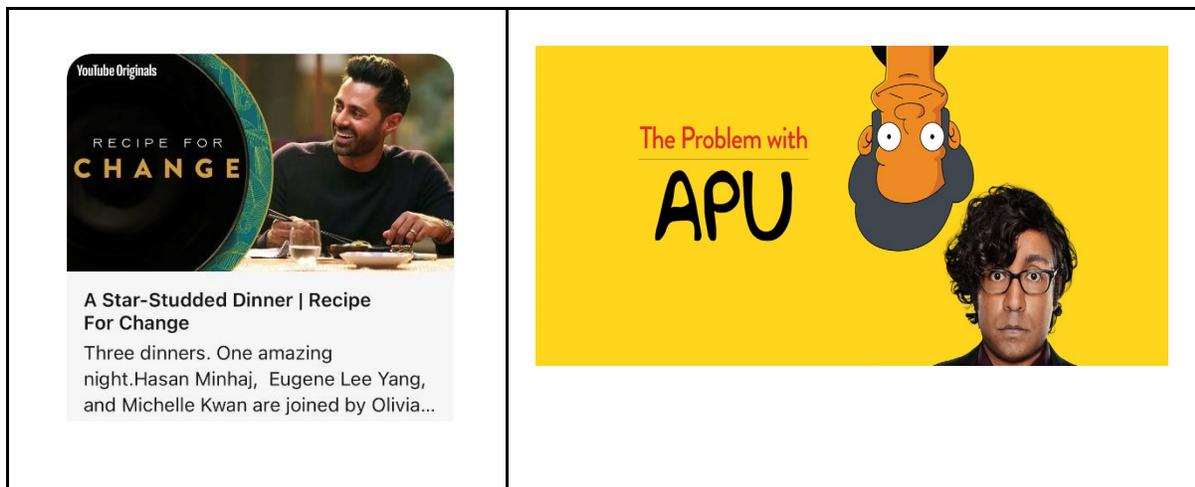
[Dine with Hasan Minhaj, Eugene Lee Yang, and Michelle Kwan | Recipe for Change - YouTube](#)

#### 2. The Problem with Apu

<https://gem.cbc.ca/media/the-problem-with-apu/s01>

- Do you know if any of your classmate(s) are of Asian descent?  
If Yes, are you aware of their cultural heritage (e.g. Cambodian; Chinese; Filipino; Indian; Japanese; Korean; Loas; Pakistani; Vietnamese etc.)  
  
If No, please move on to the next question.
- Imagine a new student arrives in your class today. The student looks Asian, how would this student behave in class? How would other students interact with this student?
- Do you feel that you act differently when you are with different groups of people? For example, do you act the same when you are with your family as when you are with your friends, people at school, people on your sports team, etc.
- Think of a movie or TV show that included Asian characters, what can you remember about them?
- Identify some Asian stereotypes and biases you have noticed in the media (e.g. film; publications; radio; social media; TV etc.)

Some suggested media texts on Asian representations:



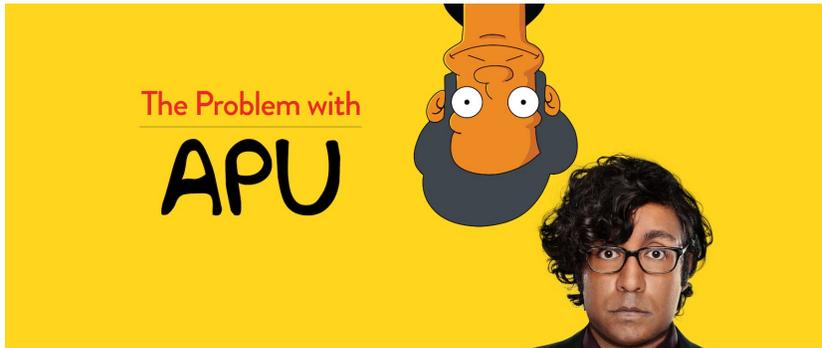
Celebrate Asian Heritage Month with a collection of documentaries, films and shows that honour the rich culture of Asian Canadians. <https://gem.cbc.ca/collections/asian-heritage-month-collection>

## Short Story/Essay Writing

Watch a short film or video about Asian Canadian being portrayed in the media.

- The Problem with Apu

<https://gem.cbc.ca/media/the-problem-with-apu/s01>



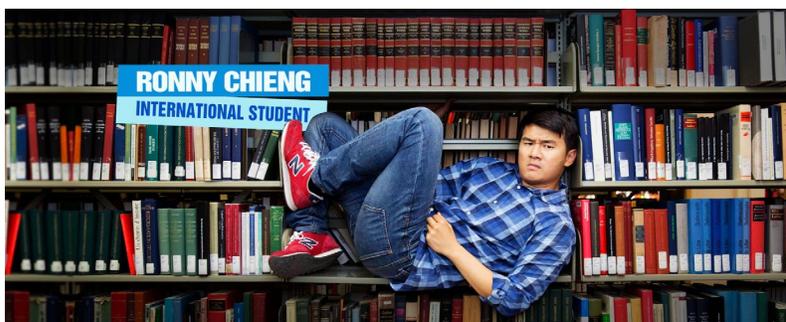
- Kim's Convenience

<https://gem.cbc.ca/media/kims-convenience/s01>



- Ronny Cheng—International Student

<https://gem.cbc.ca/media/ronny-chieng-international-student/s01>



- Write a short story about your own experience as an Asian Canadian.

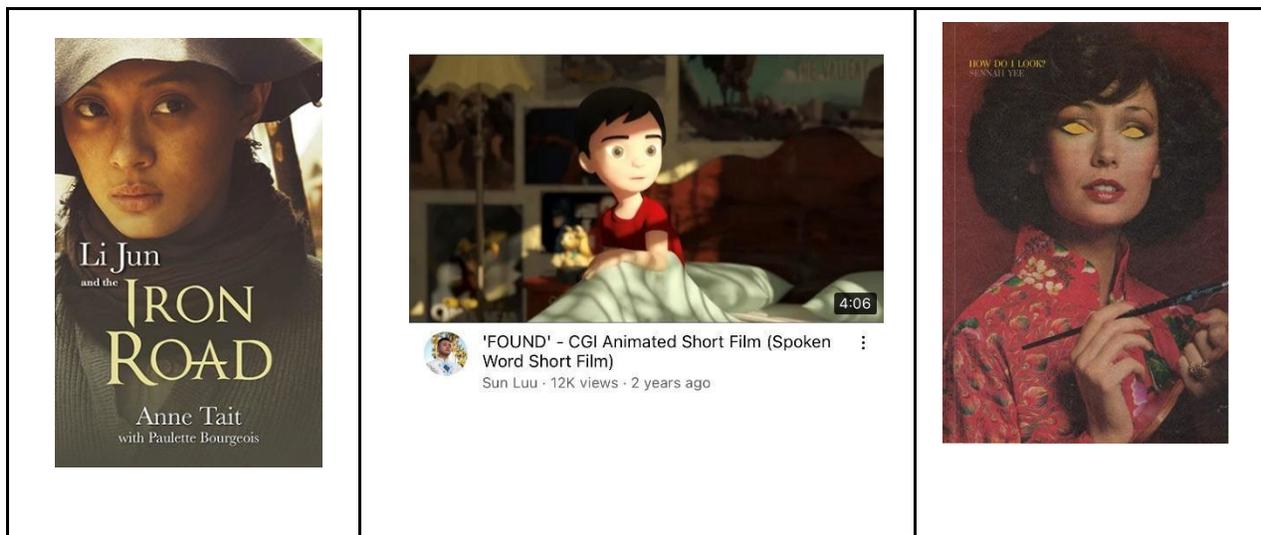
OR

- Write a short story about your own experience interacting and socializing with other Asian Canadians. What do you notice about them? Give examples of how people can become a better ally to their Asian classmates.

OR

- Using the notes, from the texts you read (e.g. graphic novel) and viewed (film), write a memoir about the representations of identity that you do and do not connect with.

Some suggested novel and film e.g. Iron Road; poem and video e.g. Found; flash poetry/non-fiction e.g. How do I look?



### The Toronto Public Library's Asian Heritage Series. Upcoming Event: May 20, 2022

How are Asian voices and faces being represented in the Media (e.g. film; publications; radio; social media; TV etc.). This panel will focus on all the different ways Asian-Canadian communities are covered in the media at large, including in the context of recent anti-Asian sentiment, and how that's evolving. We'll also explore the nuances of how Asian-Canadian media-makers across generations and cultures approach coverage of their communities, using a diverse array of platforms and formats.

<https://www.crowdcast.io/e/tplmedia2/register>

## Theme: Dynamics of Power and Oppression

Learning from “a family tree of texts” (films, stories, poetry, non-fiction) that have shaped our thinking of the world and ourselves.

### Sample activities (Source: Asian American Racial Toolkit)

Watch and listen to the *History of Silence* Chris Tse, an Asian-Canadian spoken word poet, writer, and social activist. <https://youtu.be/nKccKhydJyM>.

What stood out for you in the poem? How did it make you feel? What did you connect with? What cultural empathy / affects did it bring up for you?

How does this poem connect to the topic of power and oppression?

From the definitions below choose the one you think best defines oppression. Explain your choice with evidence from lived experiences or from texts.

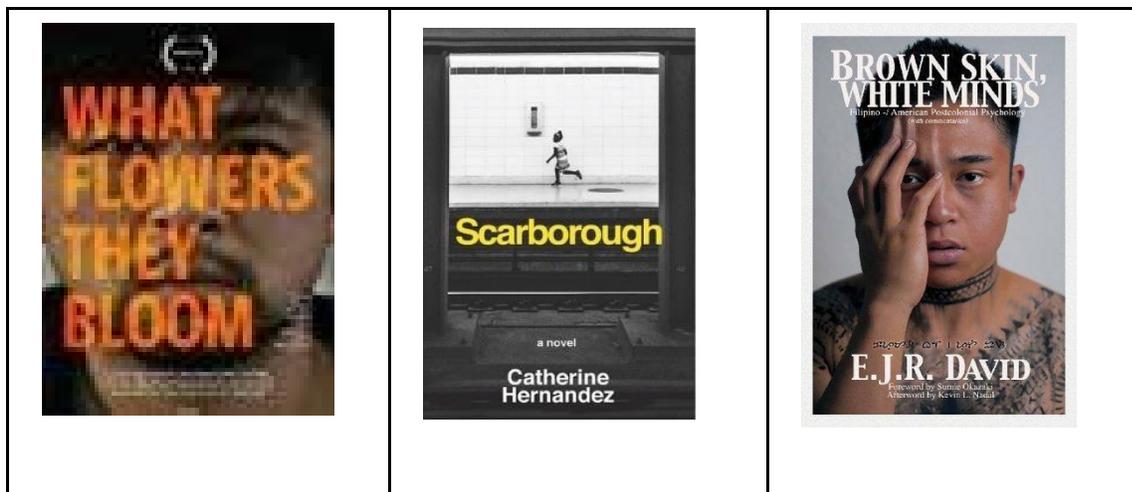
- It dehumanizes people, makes them feel less than human. It takes away our capacity to love and be loved.
- It is when a person or group of people uses power and even cruelty to keep other people down and powerless. It is the act of using authority or power in an unjust way.
- The domination of one group of people for the benefit of another group of people.

When you internalize oppressive messages, you see or hear in mass media, in national/state/local governments, or in such institutions as schools and family, you begin to believe, accept and live out stereotypes, lies and misinformation about yourself and your community.

What were examples of systems of oppression in the poem? What are the examples of how they are internalized? What are other ways we see this showing up in others in our community? (depression, self mutilation, suicide, substance abuse)

When a group has social, political, and economic privileges or advantages based on their identity, often the person who benefits doesn't realize their own privilege. What types of privilege might any of the people in the text have benefited from? What are examples of how an individual can benefit from their privileged identities, and also experience oppression based on other parts of their identity?

Some suggested texts:



## **SECTION 6.0 WEBSITE RESOURCES**

# SECTION 6.0 Websites for Asian Canadian Resources

## 1. Canadian Museum of History



**Search: Asian Canadian**

<https://www.historymuseum.ca/search/?q=Asian+canadian>

**Resources: Visit; Exhibitions; Teachers' Zone; Research**

The **Canadian History Hall** was designed to incorporate multiple perspectives and experiences to tell the stories of success, struggle, challenge, loss, achievement and hope that have shaped, and continue to shape, the ongoing history of Canada. These examples of Asian-Canadian stories featured in the Hall provide compelling illustrations of how this approach informed the exhibition.

### The Canadian History Hall

<https://www.historymuseum.ca/history-hall/>

Experience Canada's History in exciting new ways—virtual tours. The Canadian History Hall is divided into 3 galleries, each focusing on a separate era of the Canadian history, Canadian history timeline etc.



### THE CANADIAN HISTORY HALL

#### EXPERIENCE CANADA'S HISTORY IN EXCITING NEW WAYS

Explore the journey of a country and its people. Discover the events, personalities and historical currents that have shaped Canada — from time immemorial to the present day.

Driven by human stories, historical treasures and inspired design, this signature exhibition is a unique place that enables you to discover the richness and diversity of the Canadian experience.

## 2. Canadian War Museum



Search: Asian

<https://www.warmuseum.ca/search/?q=asian>

Resources: Teachers' club; Research & Collections; Online Collections Search

### Asian Canadians and Canada's Military

Prepared by:  
Catherine Clement, Chinese Canadian Military Museum  
Carolyn Nakagawa and Linda Kawamoto Reid, Nikkei National Museum  
Steven Purewal, Curator, Indus Media Foundation

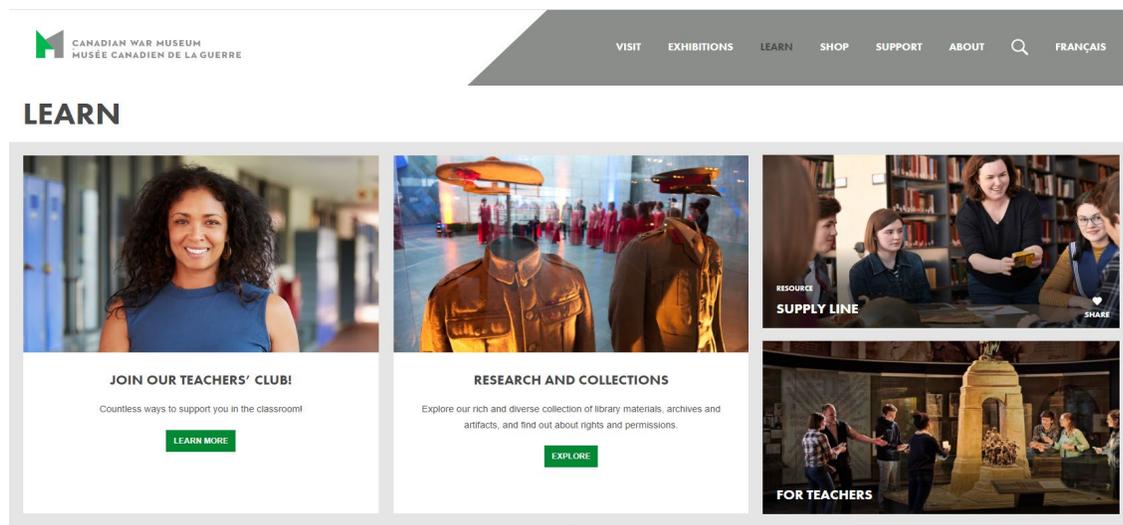


#### HISTORICAL OVERVIEW

Military service has often been a precursor to improved circumstances for different Asian Canadian communities, including expanded legal rights. The term "Asian Canadian" applies to many groups, reflecting a range of countries of origin, waves of migration, generational differences, settlement locations, and so on. This overview explores the histories of three groups: Chinese Canadians, Japanese Canadians and Sikh Canadians.

<https://www.warmuseum.ca/learn/>

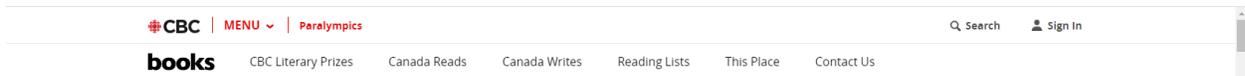
Join the Teachers' Club to learn more about the Canadian War Museum, Research & Collections



The screenshot shows the 'LEARN' section of the Canadian War Museum website. At the top is a navigation bar with links for VISIT, EXHIBITIONS, LEARN, SHOP, SUPPORT, ABOUT, a search icon, and FRANÇAIS. Below the navigation bar, the 'LEARN' heading is followed by three main content blocks:

- JOIN OUR TEACHERS' CLUB!**: A block featuring a portrait of a woman and the text 'Countless ways to support you in the classroom!' with a 'LEARN MORE' button.
- RESEARCH AND COLLECTIONS**: A block featuring an image of military uniforms and the text 'Explore our rich and diverse collection of library materials, archives and artifacts, and find out about rights and permissions.' with an 'EXPLORE' button.
- FOR TEACHERS**: A block featuring an image of people in a museum setting and the text 'RESOURCE SUPPLY LINE' with a 'SHARE' button.

### 3. CBC–Canadian Broadcasting Company



CBC Gem–Asian Heritage Month Collection

<https://gem.cbc.ca/collections/asian-heritage-month-collection>

Celebrate Asian Heritage Month this May with a collection of documentaries, films and shows that honour the rich culture of Asian Canadians.



CBC Books Search–Asian Canadian books

<https://www.cbc.ca/search?q=Asian%20Canadian&section=books&sortOrder=relevance&media=all>

**15 books by Asian Canadian authors to read for Asian Heritage Month**

<https://www.cbc.ca/books/15-books-by-asian-canadian-authors-to-read-for-asian-heritage-month-1.6034349>

CBC Documentaries–Asian Canadians

Podcast & radio documentaries of current events relating to Asian Canadians

<https://www.cbc.ca/search?q=documentary%20asian%20canadian&section=all&sortOrder=relevance&media=all>

## 4. National Film Board of Canada (NFB)



<https://www.nfb.ca/education/>

Resources: film, documentary, animation, Interactive, education

**EDUCATION**

HOME MINI LESSONS EDUCATIONAL PLAYLISTS MORE RESOURCES

SEARCH

FILMS  
DOCUMENTARY  
ANIMATION  
INTERACTIVE  
EDUCATION  
SIGN IN

f t i y

FRANÇAIS

**EDUCATION**

Celebrate International Women's Day (March 8)  
**MINI-LESSON FOR IN FULL VOICE**

How can we deconstruct and disrupt anti-Muslim racism by understanding the specific and diverse experiences of Muslim women?

In Full Voice explores the identities of six Muslim women in Canada by revealing the ways they push back against stereotypes and Islamophobia and share the distinctive ways they engage with spirituality, culture, community and joy.

Search: Asian

<https://www.nfb.ca/search/?q=Asian&cat=films&language=en&sortBy=relevance&orderBy=desc>

1 - 10 of 10 results

**Screen Test**  
Linda Lee | 2004 | 6 min |

An actor's perspective on ethnocentrism and systemic racism in the entertainment industry.

**Western Eyes**  
Ann Shin | 2000 | 39 min |

In a culture where the standard of beauty is unyielding, what happens to women who feel they don't fit in? What goes on inside a woman who is desperately unhappy with how she looks ...

**Welcome to Canada**  
John N. Smith | 1989 | 1 h 26 min

A feature drama based on an actual incident in 1986, Welcome to Canada chronicles the illegal landing of a boatload of Southeast Asians on Canada's east coast. Rescued from certai...

Other Option:  
 DVD

TRAILER

Other Option:  
 DVD

## 5. National Gallery of Canada



<https://www.gallery.ca/search/node/asian>

Resources: Artist; Article; Artwork; Exhibition; Press Release

### Asian Painting and Sculpture

This is a screenshot of the National Gallery of Canada website's collection page for "Asian Painting and Sculpture". The page features the same header as the previous image. Below the header, there are three collection cards. Each card includes a small thumbnail image of a painting, the word "COLLECTION" in small letters, the collection name in blue, and a short descriptive paragraph. The first card is for "ASIAN PAINTING AND SCULPTURE", the second for "EUROPEAN, AMERICAN AND ASIAN ART", and the third for "EUROPEAN, AMERICAN AND ASIAN PRINTS AND DRAWINGS".

**ASIAN PAINTING AND SCULPTURE**

This collection encompasses some 400 works, principally from the Indian subcontinent, ranging from the 2nd through to the 19th century. While the...

**EUROPEAN, AMERICAN AND ASIAN ART**

The Gallery has acquired European art from the outset, but the collection was built with intention from the 1910s, with a goal of representing the continent's rich and diverse traditions. The collection of Asian Painting and Sculpture encompasses some 400 works, principally from the Indian subcontinent.

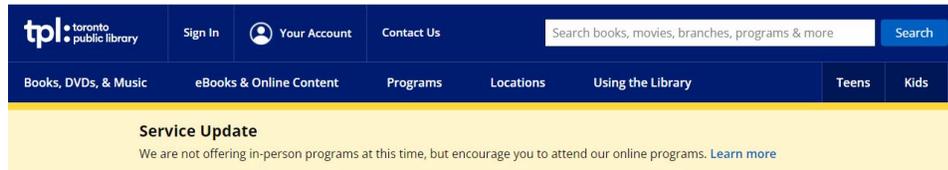
**EUROPEAN, AMERICAN AND ASIAN PRINTS AND DRAWINGS**

The European, American and Asian prints and drawings collection, which comprises more than 2,500 drawings and over 10,000 prints, is the most substantial in Canada and among the finest in North America.

## 6. Toronto Public Library–Asian Heritage

<https://www.torontopubliclibrary.ca/programs-and-classes/featured/asian-heritage.jsp>

Toronto Public Library presents a free and diverse celebration of Asian culture. From author talks to film screenings and musical performances, enjoy a variety of specially-designed events, programs and activities for all ages to experience and celebrate the broad diversity of Asian heritage and culture. Toronto Public Library also celebrates Asian Heritage Month each May.



The screenshot shows the top navigation bar of the Toronto Public Library website. It includes the TPL logo, links for 'Sign In', 'Your Account', and 'Contact Us', a search bar with the text 'Search books, movies, branches, programs & more', and a 'Search' button. Below the navigation bar is a yellow banner with the text 'Service Update' and 'We are not offering in-person programs at this time, but encourage you to attend our online programs. [Learn more](#)'.

[Home](#) > [Programs](#) > [Program Series](#)

### Asian Heritage



### Toronto Public Library–Asian Heritage

- [Upcoming Events](#)
- [Live and On-Demand Events](#)
- [Asian Heritage 2021 - Adult Reading List](#)

#### Reading Lists

- [2021 Asian Heritage Reading List for Adults](#)
- [2021 Asian Heritage Reading List for Teens](#)
- [2021 Asian Heritage Reading List for Children](#)
- [Stop Asian Hate: Recommended Reading](#)
- [Picture Books by Asian Authors](#)
- [2020 Asian Heritage Reading List for Adults](#)

#### Related Links

- [Our Unequivocal Support for Asian Communities and Recommended Reading](#)
- [Chinese Canadian Archive](#)
- [Plum Blossom from the Bitter Cold \(virtual exhibit\)](#)
- [Asian Heritage Month 2021: Historic Asian Canadians](#)

## 7. Vancouver Public Library

<https://www.vpl.ca/>



### Spring break fun at the library!

Enjoy free programs and fun activities for kids, teens and the whole family, including crafts, games, creative workshops, book character parties and more, from March 12 to 30.

[Read more](#)



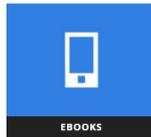
KIDS



TEENS



CHINESE LANGUAGE



EBOOKS



DIGITAL AUDIOBOOKS



STREAMING VIDEO



### Indigenous Storyteller in Residence at VPL

Author, musician and visual artist Eden Fine Day is the 2022 Indigenous Storyteller in Residence at VPL. Learn more about her upcoming events...

[Read more](#)

Keyword Search: Asian Canadians

<https://vpl.bibliocommons.com/v2/search?query=Asian+canadians&searchType=smart>

Resources: Books; ebooks; audio books; movies TV; music & sound; magazines & journals

## 8. CBC Documentary - Asian Canadian Video & Film Resources

- ❖ CBC Search—Asian Canadian

<https://www.cbc.ca/search?q=Asian%20canadian&section=all&sortOrder=relevance&media=all>

- ❖ *CBC Entertainment—From a new generation of South Asian filmmakers, culturally nuanced stories with universal appeal*

<https://www.cbc.ca/news/entertainment/south-asian-canadian-filmmakers-1.6381747>

*Canadian filmmaker Agam Darshi discusses the making of her new film, Donkeyhead*

In Geeta Malik's 2021 romantic comedy *Indian Sweets and Spices*, UCLA undergrad Alia returns to her New Jersey suburb for the summer, clashing with her Indian-American parents over their high expectations.

By: Jenna Benchetrit · CBC News · Posted: Mar 13, 2022 4:00 AM ET | Last Updated: March 14

- ❖ *CBC Video Clip—How Asian-Canadian families are talking about anti-Asian racism*

<https://www.cbc.ca/player/play/1877436483593>

Regarding the horrific events in Atlanta (USA), Asian-Canadian parents say they're facing new challenges about how to talk to their kids about anti-Asian racism. Jessica Ng speaks with parents and a sociology researcher about opening up the conversation.

By: Jessica Ng - CBC News Posted: March 24 2021

- ❖ Covid and Who I am Now

<https://gem.cbc.ca/media/covid-who-i-am-now/s01>

A young Chinese Canadian medical student struggles with her identity after a racist attack during the COVID-19 pandemic.

- ❖ CBC Listen—'Stories We Live: Representing Asian Voices and Faces'

<https://www.cbc.ca/listen/live-radio/1-91-the-early-edition/clip/15841894-stories-we-live-representing-asian-voices-faces>

Media. We're consuming it all day, every day. But are the voices we hear and the faces we see as diverse and reflective of Canada as they could be? May is Asian Heritage Month and CBC Radio One's *The Early Edition* took a deep dive into the representation of Asian-Canadians in film, TV, music, journalism and social media.

Listen as local Asian-Canadian artists and creatives share their stories about making their mark in the vast media landscape.

CBC Communications · Posted: Apr 30, 2021 1:55 PM PT | Last Updated: May 7, 2021

❖ CBC Video Clip—More than 1,100 attacks on Asian-Canadians since pandemic began, survey finds

<https://www.cbc.ca/player/play/1876750915953>

Asian-Canadians reported 1,150 cases of racist attacks between March 10, 2020 and Feb. 28, 2021, according to data compiled by the Chinese Canadian National Council. Justin Kong, co-author of the report, says many of the incidents involved blaming Asians for COVID-19.

## References

Asian American Racial Justice Toolkit [HOME | asianamericantoolkit \(asianamtoolkit.org\)](https://asianamericantoolkit.org)

Delpit, L. (2002). No kinda sense. In L. Delpit & J. K. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom* (pp. 31-48). New York: New Press.

Delpit, L. (1995). *Other people's children*. New York: The New Press.

Diversity in Middle grades and young adult literature Michigan Library Association (MLA) Spring Institute <https://alibrarymama.com/2018/03/28/mla-spring-institute/>

[Facing History and Ourselves](#)

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Gonzalez, M. (2018). My story, your story, their story. Who gets to tell it? First Voice/Own Voice and Indigenous, POC, LGBTQI Children's Books. Blog.

Gopalkrishnan, A. (2011). The essentials and foundations of multicultural children's literature. *Multicultural Children's Literature: A Critical Issues Approach*, 21-48.

Gormley, W. (1995). *Everybody's children*. Washington, D.C.: The Brookings Institution.

Gultekin, M. & May, L. (2019). Children's literature as fun-house mirrors, blind spots, and curtains. *The Reading Teacher*, 73(3), 627-635.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, MA: Cambridge University Press.

Hintz, C. & Tribunella, E. L. (2011). *Reading children's literature: a critical introduction* (2nd Ed.). Broadview Press.

Hirchberg, S. (2019). Who are the characters in your picture books? #diversebooks. Booknet Canada.

Huyck, D. & Park Dahlen, S. (2019 June 19). Diversity in children's books 2018. sarahpark.com blog. Created in consultation with Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner, with statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: <https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-about-poc-fnn/>. Retrieved from <https://readingspark.wordpress.com/2019/06/19/picture-this-diversity-in-childrens-books-2018-infographic/>.

Jiménez, L.M. and Beckert, B. (2020) Where is the diversity in publishing: The 2019 diversity baseline survey results. Lee and Low Books.

Kohli, R. (2021). *Teachers of Colour. Resisting racism and reclaiming education*. Cambridge, Massachusetts: Harvard Education Press.

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teaching for African American students*. San Francisco: Jossey-Bass.

Larrick, N. (1965). The all-white world of children's books. *Saturday Review*, September 11, 63-65.

Melville, K. (2017). "Where's my story?": Ideas for teaching about diversity. Lee and Low Books.

<https://mijabooks.com/representation-matters-diversity-in-childrens-books-infographic/>

Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. New York: Scholastic Inc.

Nieto, S. (1999). *The light in their eyes*. New York, NY: Teachers College Press.

<https://www.nytimes.com/1986/11/09/books/children-s-books-i-actually-thought-we-would-revolutionize-the-industry.html>

Ro, C. (2019). How underrepresentation affects racial narratives and american kids. BOOK RIOT.

<https://www.theschoolrun.com/why-childrens-books-need-black-asian-and-minority-ethnic-characters>

Schwartz, S. (2019). Teachers push for books with more diversity, fewer stereotypes. *Education Week*

So, R.J. and Wezerek, G. (2020). Just how white is the book industry?

<https://socialjusticebooks.org/where-are-the-people-of-color-in-childrens-books-a-retrospective/>

Tatum, A. W. (2009). *Reading for their Life: Rebuilding the textual lineages of Asian American adolescent males*. Portsmouth, NH: Heinemann.

[TeachingBooks | Author & Book Resources to Support Reading Education](#)

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(13).

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en)

