



JULY 2026



STATE LEARNING GUIDE

California

Integrating AAPI Histories in K-12 Classrooms

Find the lessons in this guide and more classroom-ready resources on the [AAPI History Hub](#)

1. Asian immigrants arriving at the Angel Island Immigration Station near San Francisco, California, ca. 1931. National Archives and Records Administration, Public Health Service Historical Photograph File, 1880-1943. 2. A black-and-white portrait of California Congressman Dalip Singh Saund—the first Sikh, Punjabi American, Indian American, and Asian American elected to the United States Congress—smiling at his desk while holding papers, ca. 1956. Photograph by Gillman Studio. Library of Congress, Prints and Photographs Division.



Introduction

PURPOSE

This guide helps California K–12 educators integrate Asian American and Pacific Islander (AAPI) histories into existing instruction, without needing to “add a new unit.” It identifies natural points of entry in the California History–Social Science Standards and offers free, classroom-ready resources from the AAPI History Hub.

WHO IS THIS FOR?

- K-12 classroom teachers
- Social studies district leads
- Instructional coaches
- Teacher educators and professional learning facilitators

HOW TO USE THIS GUIDE

1. Pick your grade band (**K-5**, **6-12**)
2. Review the entry points and choose one that matches what you already teach and works best for integrating AAPI history.
3. Select a hub lesson from this guide or look for more on aapihistoryhub.org.



Teaching With Care

INCLUSIVE IMPLEMENTATION TIPS

- **Avoid “single story” narratives:** AAPI communities are diverse—use multiple perspectives and sources.
- **Lead with assets:** Include culture, innovation, community-building, and resistance, not only harm.
- **Teach sensitive history with care:** Offer choice, context, and support, especially for exclusion and violence-focused topics.
- **Support brave conversations:** Set norms, use specific language, and invite reflection without putting students on the spot.

SUPPORTING STUDENT VOICE & DISCOURSE

- **Use discussion protocols:** Sentence stems, partner-share, and structured turn-taking make participation accessible, especially for multilingual learners.
- **Plan prompts in advance:** Choose specific questions that invite listening and reflection before students respond, especially for exclusion- or violence-focused topics.
- **Lower the stakes:** Pair-share before whole-class share; offer multiple ways to respond (oral, written, visual).
- **Build evidence habits:** Move students from opinion to reasoning to evidence; these moves work across content areas and reinforce close reading of primary sources.



CALIFORNIA CONTEXT

California AAPI History

why it matters here

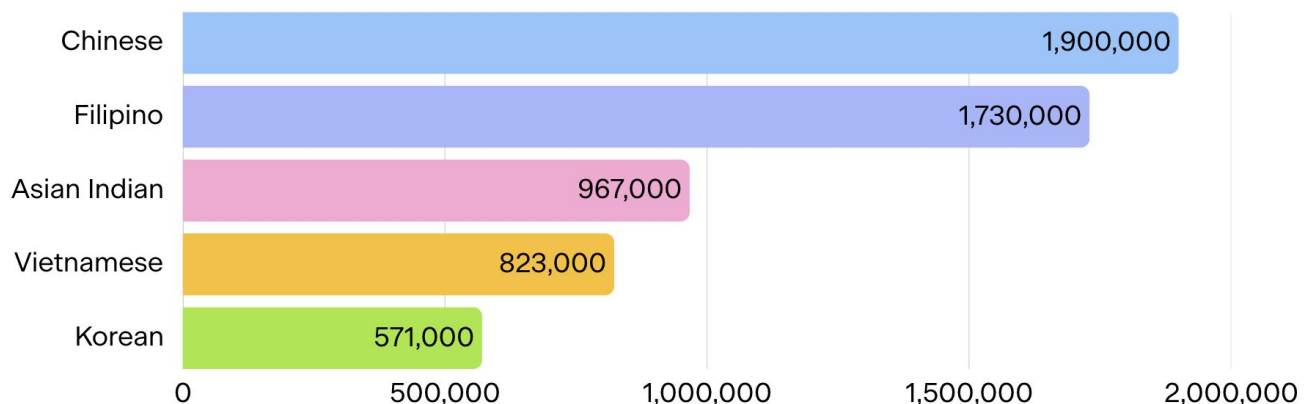
From migration and labor, to community-building and civil rights, AAPI Californians have shaped the state's economy, culture, and democracy. As the state with the largest AAPI population in the U.S., California is one of the best places to teach these histories because so many students see their communities reflected, and because the state's story can't be told accurately or completely without AAPI experiences.

#1 State Rank
in total AAPI Population

19%
of CA Population

7.5M+
AAPI Residents

Top Asian American Communities in California



Source: U.S. Census Bureau, American Community Survey 2020-2024 5-Year Estimates. AAPI includes Asian American and Native Hawaiian and Pacific Islander populations, alone or in any combination.



CALIFORNIA CONTEXT

Where It Already Fits

STATE EDUCATION POLICY

In 2021, California adopted an Ethnic Studies Model Curriculum and approved a planned high school graduation requirement for the class of 2030. Implementation varies across districts and has faced delays tied to state funding.

California does not currently have a universal, standalone “AAPI history requirement” but state law (AB 1354) strengthens expectations that AANHPI histories will be reflected in future History–Social Science framework updates.

CA Civic Learning Connection State Seal of Civic Engagement

AAPI History Hub resources can support California’s State Seal of Civic Engagement by helping students build civic knowledge, investigate real-world issues, and connect historical learning to civic action. Teachers can extend Hub lessons into Seal-aligned projects by asking students to research local AAPI histories, examine issues of rights and representation, partner with community organizations, and reflect on how civic participation can positively impact their school or community.



STANDARDS YOU ALREADY TEACH

California standards already include the following:

- HSS 1.5.2: Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
- HSS 4.4.1: Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
- HSS 8.12.7: Identify new sources of large-scale immigration and contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
- HSS 11.7.5: Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. U.S.).



CALIFORNIA CONTEXT

Key Periods

AAPI communities have shaped California for more than 175 years — through immigration and exclusion, labor and resistance, community-building and civic action. The chapters below identify where AAPI experiences are most visible in the state's story, and where this guide finds the clearest curricular entry points.

Gold Rush & Early Asian Immigration <i>1840s-1880s</i> Chinese workers built California's infrastructure even as the state began passing laws to push them out. Their labor shaped the state's economy before they were ever welcomed as citizens. (4.4.1 · 4.4.2 · 4.4.3 · 8.12.7)	Exclusion, Restriction & Anti-Asian Law <i>1870s-1924</i> The Chinese Exclusion Act — the only federal law to bar immigration by race — was accompanied by California-specific discrimination: alien land laws, school segregation, anti-coolie clubs. Early Chinese American communities utilized multiple tactics of resistance. (4.4.3 · 8.12.7 · 11.5.2)
Angel Island & the Gateway West <i>1910-1940</i> Unlike Ellis Island, Angel Island detained and interrogated arrivals for weeks or months. For Chinese, Japanese, Filipino, and South Asian immigrants, it was the dehumanizing gateway to a country that often didn't want them. (3.3.1 · 8.12.7)	South Asian & Filipino Farmworkers <i>1900s-1960s</i> Sikh farmers transformed the Central Valley. Larry Itliong and the Agricultural Workers Organizing Committee launched the Delano Grape Strike in 1965 — five days before Cesar Chavez and the United Farm Workers joined them. (4.4.6 · 11.6.5 · 11.10.5)
Japanese American Incarceration & Redress <i>1942-1988</i> Almost 120,000 Japanese Americans — two-thirds U.S. citizens — were incarcerated during WWII. Manzanar and Tule Lake were in California. The redress movement that followed became a landmark in civil rights history. (4.4.5 · 11.7.3 · 11.7.5)	The Asian American Movement & Ethnic Studies <i>1960s-1970s</i> "Asian American" was coined at UC Berkeley. The Third World Liberation Front strike at SF State won the first Ethnic Studies department. Filipino farmworkers, redress organizers, and Chinatown advocates built a new political identity. (11.10.2 · 11.10.5 · 11.11.1 · 12.6.4)
Southeast Asian Refugee Communities <i>1975-Present</i> Vietnamese, Cambodian, Lao, and Hmong refugees resettled across California — Long Beach, San Jose, Orange County, the Central Valley. Their histories add a distinct chapter of displacement, resilience, and community-building. (2.1.1 · 10.9.3 · 11.11.1)	Anti-Asian Violence & Resistance <i>Recurring — with a 2020s resurgence</i> From the Chinese Massacre of 1871 in Los Angeles to the 1992 Koreatown unrest to COVID-era violence, California has been a site of both AAPI targeting and AAPI responses. (4.4.3 · 11.10.5)



K-5 Entry Points

Five themes organize natural openings for AAPI history across California's K-5 History-Social Science standards. For each theme, you'll find:

A featured CA HSS standard paired with a ready-to-teach Hub lesson

Other CA standards across grade levels where the theme fits

CA-specific lesson ideas to build into your existing units

JUMP TO A THEME

- [Identity, Belonging & Community](#)
- [Culture, Family & Traditions](#)
- [Place, Geography & Environment](#)
- [Work, Exchange & Everyday Economics](#)
- [Civics, Rights & How Communities Work](#)

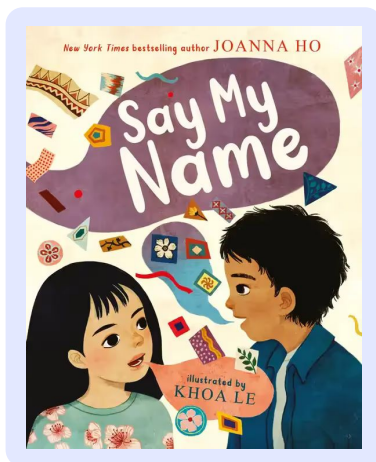
Pair this with the K-5 Planning Guide. The Hub's K-5 Planning Guide organizes Hub lessons by the same five themes used here, with additional resources for each theme. Use the State Learning Guide to anchor your teaching in CA standards, and the Planning Guide to find more Hub lessons that fit each theme. *Find the K-5 Planning Guide on the [Hub Starter Kit](#).*



K-5 ENTRY POINTS

Identity, Belonging & Community (1 of 2)

Use family stories, traditions, and classroom community to introduce AAPI experiences as diverse (not monolithic) and connected to local communities.



FEATURED HUB LESSON

Grade 1 Lesson on the Stories Behind Our Names

CA HSS STANDARD

HSS-1.5 Students describe the varied backgrounds of people who live there and the human characteristics of familiar places

Other CA standards this theme supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-K.6.3: How people lived in earlier times	Family story circle: each student brings short story from a parent/caregiver/elder about "how things were different when I was your age." Surface CA AAPI elder voices where possible.
HSS-3.4: Roles of citizens; rights and responsibilities	Compare a school/community rule today with the rule the Tape family challenged in 1885. Students draft a class agreement that names how every classmate belongs.



K-5 ENTRY POINTS

Identity, Belonging & Community (2 of 2)

Use family stories, traditions, and classroom community to introduce AAPI experiences as diverse (not monolithic) and connected to local communities.



FEATURED HUB LESSON

Grade 2-5 Lesson on AANHPI History Makers

CA HSS STANDARD

HSS-2.5 Students explain how individuals' actions and character have made a difference in others' lives

Other CA standards this theme supports:

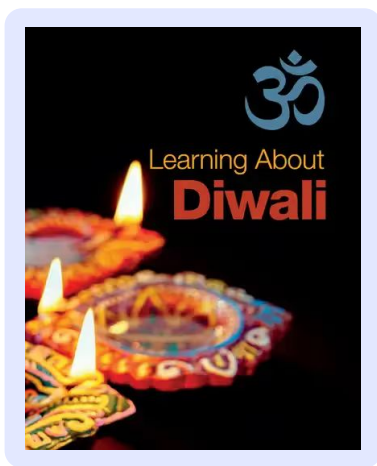
CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-K.6.3: How people lived in earlier times	Family story circle: each student brings short story from a parent/caregiver/elder about "how things were different when I was your age." Surface CA AAPI elder voices where possible.
HSS-3.4: Roles of citizens; rights and responsibilities	Compare a school/community rule today with the rule the Tape family challenged in 1885. Students draft a class agreement that names how every classmate belongs.



K-5 ENTRY POINTS

Culture, Family & Traditions (1 of 2)

Students explore how culture shows up in daily life—through family traditions, celebrations, language, stories, food, and arts—and how traditions are passed down, adapted, and shared across generations and communities.



FEATURED HUB LESSON

K-2 Lesson on Learning About Diwali

CA HSS STANDARD

HSS-K.6.1: Identify the purpose of commemorative holidays and the people, events, and human struggles they honor

Other CA standards this theme supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-1.3-1.4: Historical figures, symbols	Then/now family traditions: oral histories or classroom visits from CA AAPI elders/community members; students identify what stayed the same and what changed.
HSS-2.1: Community history, how people lived long ago	Compare a historic CA AAPI community (early Chinatown, Japanese migrant farming communities, Filipino migrant labor communities) to today using photos + short narratives.
HSS-3.3: Community change over time	Analyze how a local/CA cultural institution important to AAPI communities (church, festival, market) helps maintain identity.



K-5 ENTRY POINTS

Culture, Family & Traditions (2 of 2)

Students explore how culture shows up in daily life—through family traditions, celebrations, language, stories, food, and arts—and how traditions are passed down, adapted, and shared across generations and communities.



FEATURED HUB LESSON

Grade 4 Lesson on Contributions of Chinese Workers in CA during Gold Rush

CA HSS STANDARD

HSS-4.4 CA: Cultural development + diverse communities over time

Other CA standards this theme supports:

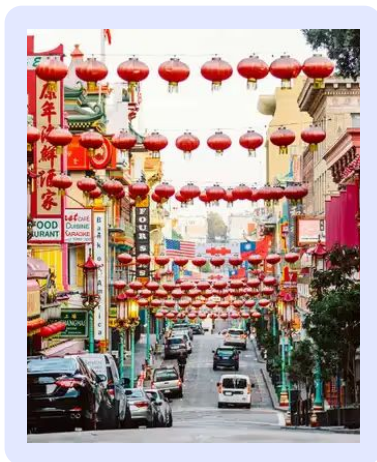
CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-1.3-1.4: Historical figures, symbols	Then/now family traditions: oral histories or classroom visits from CA AAPI elders/community members; students identify what stayed the same and what changed.
HSS-2.1: Community history, how people lived long ago	Compare a historic CA AAPI community (early Chinatown, Japanese migrant farming communities, Filipino migrant labor communities) to today using photos + short narratives.
HSS-3.3: Community change over time	Analyze how a local/CA cultural institution important to AAPI communities (church, festival, market) helps maintain identity.



K-5 ENTRY POINTS

Place, Geography & Environment (*1 of 2*)

Students use maps, landforms, climate, and natural resources to understand how people live in different places, how communities form and change, and how people interact with (and sometimes reshape) their environments over time.



FEATURED HUB LESSON

Grade 1 Lesson on Chinatowns in the US and Latin America

CA HSS STANDARD

HSS-1.2: Compare the locations of places and people, and describe the physical and human characteristics of places

Other CA standards this theme supports:

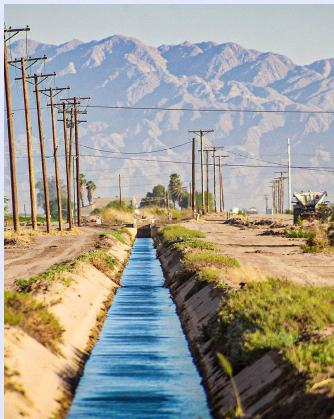
CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-2.2.4: Land use in urban, suburban and rural CA	Could specifically focus on compare/contrast AAPI communities in urban/suburban/rural CA
HSS-4.1: CA regions, how environment affects human activity	Compare 2 CA regions (Bay Area, Central Valley, San Diego, LA) and connect to which AAPI communities formed and why



K-5 ENTRY POINTS

Place, Geography & Environment (2 of 2)

Students use maps, landforms, climate, and natural resources to understand how people live in different places, how communities form and change, and how people interact with (and sometimes reshape) their environments over time.



FEATURED HUB LESSON

Grade 3 Lesson on Sikh farmers in Imperial Valley

CA HSS STANDARD

HSS-3.1: Local physical features and connections to people who live there

Other CA standards this theme supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-2.2.4: Land use in urban, suburban and rural CA	Could specifically focus on compare/contrast AAPI communities in urban/suburban/rural CA
HSS-4.1: CA regions, how environment affects human activity	Compare 2 CA regions (Bay Area, Central Valley, San Diego, LA) and connect to which AAPI communities formed and why



K-5 ENTRY POINTS

Work, Exchange & Everyday Economics (1 of 2)

Students explore how people meet needs and wants through work and exchanging goods and services—using everyday examples (families, schools, neighborhoods, local businesses) to understand how communities function and change over time.



FEATURED HUB LESSON

K Lesson on “the Donut King” Ted Ngoy

CA HSS STANDARD

HSS-K.3: Students match descriptions of work people do and related jobs

Other CA standards this theme supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-1.4.3: Then & now, including work	Then/now work stories: compare work in a local/CA AAPI community (farming, fishing, small business) to today.
HSS-2.4.2: Producers/consumers, interdependence	Local business ecosystem: producers + consumers in a CA community (ex. farmers market, port goods) with simple role-play.
HSS-3.5.2: Made locally, elsewhere, abroad	Made in CA / Made across the Pacific: product journey connected to CA ports + trade
HSS-3.5.3: Trade-offs, costs/benefits	Everyday economics choices: community planning scenario (new transit stop, new market, water use) specific to your neighborhood/city with trade-offs and perspectives.



K-5 ENTRY POINTS

Work, Exchange & Everyday Economics (2 of 2)

Students explore how people meet needs and wants through work and exchanging goods and services—using everyday examples (families, schools, neighborhoods, local businesses) to understand how communities function and change over time.



FEATURED HUB LESSON

K-5 Lesson on Filipino American Farmworkers

CA HSS STANDARD

HSS-2.4.1: Describe food production and consumption today and long ago, including the roles of farmers, processors, and distributors

Other CA standards this theme supports:

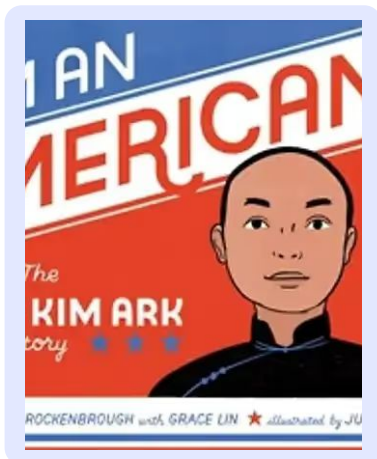
CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-1.4.3: Then & now, including work	Then/now work stories: compare work in a local/CA AAPI community (farming, fishing, small business) to today.
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HSS-3.5.2: Made locally, elsewhere, abroad	Made in CA / Made across the Pacific: product journey connected to CA ports + trade
HSS-3.5.3: Trade-offs, costs/benefits	Everyday economics choices: community planning scenario (new transit stop, new market, water use) specific to your neighborhood/city with trade-offs and perspectives.



K-5 ENTRY POINTS

Civics, Rights & How Communities Work (1 of 2)

Students learn how communities make decisions and solve problems—through rules, roles, and responsibilities—and begin to build an understanding of fairness and rights by examining how people have worked together (and sometimes disagreed) to create change and protect others.



FEATURED HUB LESSON

K-2 Lesson on Birthright Citizenship and Wong Kim Ark

CA HSS STANDARD

HSS-1.1: Students describe the rights and individual responsibilities of citizenship

Other CA standards this theme supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-K.1: Being a good citizen — classroom rules, fairness, including everyone	Class "How We Belong Here" agreement: read a picture book featuring a CA AAPI child navigating school or community (see Appendix B) then co-create one classroom rule that makes sure everyone has a voice.
HSS-4.5: Structures and functions of CA state and local government	"Who works for our community?" Pick one CA AAPI elected leader past or present and explain the level of government they served and one thing they did.
HSS-5.7: Development of the U.S. Constitution and Bill of Rights	Birthright citizenship and the 14th Amendment. Discuss what "born in the U.S." meant for Wong Kim Ark in 1898 and how it shapes who counts as a citizen today (Hub lessons available)



K-5 ENTRY POINTS

Civics, Rights & How Communities Work (2 of 2)

Students learn how communities make decisions and solve problems—through rules, roles, and responsibilities—and begin to build an understanding of fairness and rights by examining how people have worked together (and sometimes disagreed) to create change and protect others.



FEATURED HUB LESSON

3-5 Lesson on CA AAPI Activism Stories

CA HSS STANDARD

HSS-3.4.1: Students recognize the role of citizens in influencing rules, laws, and the lawmaking process

Other CA standards this theme supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-K.1: Being a good citizen — classroom rules, fairness, including everyone	Class "How We Belong Here" agreement: read a picture book featuring a CA AAPI child navigating school or community (see Appendix B) then co-create one classroom rule that makes sure everyone has a voice.
HSS-4.5: Structures and functions of CA state and local government	"Who works for our community?" Pick one CA AAPI elected leader past or present and explain the level of government they served and one thing they did.
HSS-5.7: Development of the U.S. Constitution and Bill of Rights	Birthright citizenship and the 14th Amendment. Discuss what "born in the U.S." meant for Wong Kim Ark in 1898 and how it shapes who counts as a citizen today (Hub lessons available)



6-12 Entry Points

AAPI history fits naturally into the major eras of California's 6-12 History–Social Science framework. For each era cluster, you'll find:

A featured CA HSS standard paired with a ready-to-teach Hub lesson

Other CA standards across grade levels where the era fits

CA-specific lesson ideas to build into your existing units

JUMP TO AN ERA

- [Foundations & Early Encounters + Founding Ideals, Citizenship & Expansion](#)
- [Civil War & Reconstruction + Gilded Age & Industrialization](#)
- [Progressive Era & WWI, Nativism & Economic Crisis](#)
- [WWII & the Home Front](#)
- [Cold War & Civil Rights, Contemporary US](#)

Pair this with the 6-12 Planning Guide. The Hub's 6-12 Planning Guide organizes Hub lessons by historical era, with additional resources mapped to each. Use the State Learning Guide to anchor your teaching in CA standards and connect to CA-specific stories, and the Planning Guide to find more Hub lessons across eras. *Find the 6-12 Planning Guide on the [Hub Starter Kit](#).*



6-12 ENTRY POINTS

Foundations & Early Encounters + Founding Ideals, Citizenship & Expansion (*1 of 2*)

From Pacific trade routes that first connected Asia and the Americas, through the Gold Rush and westward expansion that drew the earliest waves of Asian immigrants to California — this era establishes the deep roots of AAPI presence in the state.



FEATURED HUB LESSON

6-12 Lesson on Contributions of Chinese Transcontinental Railroad Workers

CA HSS STANDARD

HSS-8.8.2: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny and the territorial acquisitions that spanned numerous decades.

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-7.11.1: Great voyages of discovery, locations of routes, influence of cartography	Trace the 1565–1815 Manila-Acapulco galleon route and its connections to California’s coast and examine the 1587 landing at Morro Bay, the first documented arrival of Filipinos in what is now the continental U.S.
HSS-11.1: Founding of the nation, whose “rights” were recognized and whose were not	Analyze this primary source , in which a Chinese American merchant from San Francisco invokes the Declaration of Independence to challenge CA Governor Bigler’s anti-Chinese rhetoric. Discuss who got to claim America’s founding ideals in Gold Rush California



6-12 ENTRY POINTS

Foundations & Early Encounters + Founding Ideals, Citizenship & Expansion (2 of 2)

From Pacific trade routes that first connected Asia and the Americas, through the Gold Rush and westward expansion that drew the earliest waves of Asian immigrants to California — this era establishes the deep roots of AAPI presence in the state.



FEATURED HUB LESSON

6-12 Lesson on Early South Asian Immigration

CA HSS STANDARD

HSS-8.12.7: New sources of large-scale immigration; nativism and growing cultural diversity

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-7.11.1: Great voyages of discovery, locations of routes, influence of cartography	Trace the 1565–1815 Manila-Acapulco galleon route and its connections to California’s coast and examine the 1587 landing at Morro Bay, the first documented arrival of Filipinos in what is now the continental U.S.
HSS-11.1: Founding of the nation, whose “rights” were recognized and whose were not	Analyze this primary source , in which a Chinese American merchant from San Francisco invokes the Declaration of Independence to challenge CA Governor Bigler’s anti-Chinese rhetoric. Discuss who got to claim America’s founding ideals in Gold Rush California



6-12 ENTRY POINTS

Civil War & Reconstruction + Gilded Age & Industrialization (*1 of 2*)

The Reconstruction Amendments promised equal protection and citizenship, but in California, those promises were tested almost immediately. From anti-Chinese violence in Reconstruction-era Los Angeles to the rise of federal exclusion laws and school segregation in San Francisco, these eras reveal how AAPI Californians fought for rights that the law granted in theory but denied in practice.



FEATURED HUB LESSON

6-12 Lesson on Asian American Fights Against School Segregation

CA HSS STANDARD

HSS-8.11.5: Understand the 13th, 14th, and 15th Amendments and the success or failure of Reconstruction

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-8.11.5: 13th, 14th, and 15th Amendments and their connection to Reconstruction	Examine the gap between constitutional ideals (14th Amendment in 1868) and lived reality (1871 Chinese Massacre in Los Angeles) – resources available on Hub to adapt for 8th grade
HSS-11.2.1: Effects of industrialization on living and working conditions, including labor unrest	Connect to the broader Gilded Age labor story and the anti-Asian roots of the labor movement in CA, particularly Chinese migrant workers in railroad, mining and agricultural industries.



6-12 ENTRY POINTS

Civil War & Reconstruction + Gilded Age & Industrialization (2 of 2)

The Reconstruction Amendments promised equal protection and citizenship, but in California, those promises were tested almost immediately. From anti-Chinese violence in Reconstruction-era Los Angeles to the rise of federal exclusion laws and school segregation in San Francisco, these eras reveal how AAPI Californians fought for rights that the law granted in theory but denied in practice.



FEATURED HUB LESSON

6-12 Lesson on Public Health Scapegoating of San Francisco's Chinatown

CA HSS STANDARD

HSS-11.2.3: Trace the effect of the Americanization movement.

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-8.11.5: 13th, 14th, and 15th Amendments and their connection to Reconstruction	Examine the gap between constitutional ideals (14th Amendment in 1868) and lived reality (Chinese Massacre of 1871 in Los Angeles) – resources available on Hub to adapt for 8th grade
HSS-11.2.1: Effects of industrialization on living and working conditions, including labor unrest	Connect to the broader Gilded Age labor story and the anti-Asian roots of the labor movement in CA, particularly Chinese migrant workers in railroad, mining and agricultural industries.



6-12 ENTRY POINTS

Progressive Era & WWI, Nativism & Economic Crisis (*1 of 2*)

As immigration restriction tightened and nativist movements intensified in the early 20th century, AAPI communities in California built lives and livelihoods despite legal barriers designed to exclude them. From Sikh farmers transforming the Central Valley to Angel Island's detention of arriving immigrants, this era shows how California was both a gateway and a gatekeeper — and how AAPI Californians responded with resilience, organizing, and resistance.



FEATURED HUB LESSON

9-12 Lesson on Bhagat Singh Thind's Journey

CA HSS STANDARD

HSS-11.5.2: 1920s federal response: immigration quotas, nativism

Other CA standards this era supports:

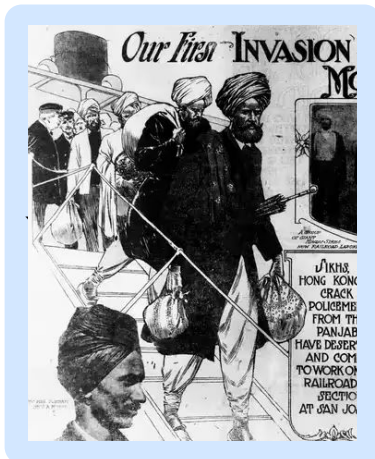
CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-10.5: Causes and course of WWI	Analyze WWI's AAPI dimensions: Bhagat Singh Thind and other South Asian veterans, Filipino American military service, and how the war shaped later migration to CA.
HSS-11.3: Religious pluralism and immigration	Stockton Gurdwara (1912, the first Sikh temple in the U.S.) as a community-formation story. Analyze how religious institutions anchor Punjabi life in CA's Central Valley and compare to others.
HSS-12.7.6: Lawmaking across levels of government	Examine the 1920 CA Alien Land Law, passed by ballot initiative with ~75% voter approval. How did CA voters use direct democracy to enact racially discriminatory law?



6-12 ENTRY POINTS

Progressive Era & WWI, Nativism & Economic Crisis (2 of 2)

As immigration restriction tightened and nativist movements intensified in the early 20th century, AAPI communities in California built lives and livelihoods despite legal barriers designed to exclude them. From Sikh farmers transforming the Central Valley to Angel Island's detention of arriving immigrants, this era shows how California was both a gateway and a gatekeeper — and how AAPI Californians responded with resilience, organizing, and resistance.



FEATURED HUB LESSON

9-12 Lesson on Racial Identity & American Citizenship in the Courts

CA HSS STANDARD

HSS-12.5: Summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-10.5: Causes and course of WWI	Analyze WWI's AAPI dimensions: Bhagat Singh Thind and other South Asian veterans, Filipino American military service, and how the war shaped later migration to CA.
HSS-11.3: Religious pluralism and immigration	Stockton Gurdwara (1912, the first Sikh temple in the U.S.) as a community-formation story. Analyze how religious institutions anchor Punjabi life in CA's Central Valley and compare to others.
HSS-12.7.6: Lawmaking across levels of government	Examine the 1920 CA Alien Land Law, passed by ballot initiative with ~75% voter approval. How did CA voters use direct democracy to enact racially discriminatory law?



6-12 ENTRY POINTS

WWII & the Home Front (*1 of 2*)

World War II profoundly reshaped AAPI California. More than 120,000 Japanese Americans were incarcerated during WWII, and California was central to that history, from forced removal to Manzanar and Tule Lake. But the home front story extends beyond incarceration to Nisei soldiers serving with distinction, Filipinos gaining citizenship through wartime service, and the civil rights cases and redress movement that followed.



FEATURED HUB LESSON

9-12 Lesson on Korematsu v. US

CA HSS STANDARD

HSS-12.5.1: Supreme Court interpretations of the Bill of Rights

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-10.8: Causes and consequences of WWII	Examine the Pacific Theater connections to CA, particularly the CA Filipino community – formation of the 1st and 2nd Filipino Infantry Regiments, Filipino men in CA gaining US citizenship through service
HSS-11.8: Postwar America	Examine postwar hostility and violence in CA agricultural communities (Central Valley, Sacramento Valley) as incarcerated families tried to return home



6-12 ENTRY POINTS

WWII & the Home Front (2 of 2)

World War II profoundly reshaped AAPI California. More than 120,000 Japanese Americans were incarcerated during WWII, and California was central to that history, from forced removal to Manzanar and Tule Lake. But the home front story extends beyond incarceration to Nisei soldiers serving with distinction, Filipinos gaining citizenship through wartime service, and the civil rights cases and redress movement that followed.



FEATURED HUB LESSON

9-12 Lesson on Redress & the Civil Liberties Act of 1988

CA HSS STANDARD

HSS-12.10: Analyze tensions within our constitutional democracy, including the balance between majority rule and individual rights, and liberty and equality

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-10.8: Causes and consequences of WWII	Examine the Pacific Theater connections to CA, particularly the CA Filipino community – formation of the 1st and 2nd Filipino Infantry Regiments, Filipino men in CA gaining US citizenship through service
HSS-11.8: Postwar America	Examine postwar hostility and violence in CA agricultural communities (Central Valley, Sacramento Valley) as incarcerated families tried to return home



6-12 ENTRY POINTS

Cold War & Civil Rights, Contemporary US (*1 of 2*)

In the postwar decades, California became the birthplace of a new AAPI political identity. The term "Asian American" was coined at UC Berkeley, the first Ethnic Studies department was won at SF State, and Filipino farmworkers in Delano launched a movement that reshaped American agriculture. Post-1975 refugee resettlement from Vietnam, Cambodia, Laos, and beyond transformed the state again — and contemporary CA remains where many of today's most consequential AAPI movements take shape.



FEATURED HUB RESOURCE

[9-12 Lessons from Vietnamese American Experiences Model Curriculum](#)

CA HSS STANDARD

HSS-11.11: Students analyze the major social problems and domestic policy issues in contemporary American society.

Other CA standards this era supports:

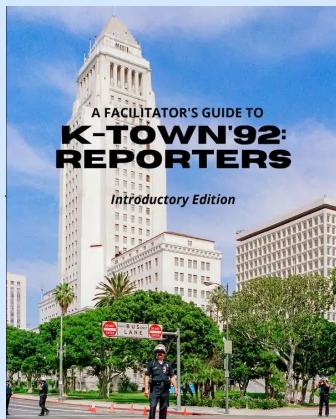
CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-11.11.1: Immigration policy and demographic change	Connect and compare resettlement experiences of Vietnamese, Cambodian, Hmong, and other refugee communities in CA. Examine why specific communities concentrated in specific places.
HSS-12.2: Rights and obligations of citizens	Examine Stop AAPI Hate efforts and the relationship between hate-tracking (students can examine California data), civic action, advocacy and policy (state and federal).



6-12 ENTRY POINTS

Cold War & Civil Rights, Contemporary US (2 of 2)

In the postwar decades, California became the birthplace of a new AAPI political identity. The term "Asian American" was coined at UC Berkeley, the first Ethnic Studies department was won at SF State, and Filipino farmworkers in Delano launched a movement that reshaped American agriculture. Post-1975 refugee resettlement from Vietnam, Cambodia, Laos, and beyond transformed the state again — and contemporary CA remains where many of today's most consequential AAPI movements take shape.



FEATURED HUB LESSON

9-12 Lesson on 1992 Los Angeles Unrest in Koreatown

CA HSS STANDARD

HSS-12.8: Influence of the media on American political life

Other CA standards this era supports:

CA HSS STANDARD	CA-SPECIFIC LESSON IDEAS
HSS-11.11.1: Immigration policy and demographic change	Connect and compare resettlement experiences of Vietnamese, Cambodian, Hmong, and other refugee communities in CA. Examine why specific communities concentrated in specific places.
HSS-12.2: Rights and obligations of citizens	Examine Stop AAPI Hate efforts and the relationship between hate-tracking (students can examine California data), civic action, advocacy and policy (state and federal).



More California Lessons

Every lesson here connects to California — its people, places, and movements — and fits standards you already teach. These didn't land in the featured slots, but each one is classroom-ready and free on the AAPI History Hub. Use them to extend a unit, differentiate for your students, or go deeper on a theme this guide only opens.

K-5 LESSONS BY THEME

Identity, Belonging & Community

- [Grades 3-5 lesson on the UC Berkeley origin of the term "Asian American"](#)
- [Grades 3-5 lesson on intergenerational trauma and San Quentin State Prison](#)
- [Grades K-12 project on documenting the history of Westminster's Little Saigon](#)

Culture, Family & Traditions

- [Grades K-2 lesson on how San Francisco Chinatown celebrates Lunar New Year](#)
- [Grades K-5 lesson on Hollywood's first Chinese American star](#)
- [Grades 3-12 mini lesson on the oldest Sikh temple in the U.S., located in Stockton, CA](#)

Place, Geography & Environment

- [Grades 3-5 lesson on Angel Island](#)
- [Grades 3-5 lesson on how Westminster's Little Saigon was built](#)

Work, Exchange & Everyday Economics

- [Grades K-8 lesson on CA Filipino farmworker leaders Larry Itliong and Philip Vera Cruz](#)
- [Grades 3-5 lesson on CA's South Asian pioneers](#)
- [Grades 3-5 lesson on early Asian immigrant contributions to CA's economic development](#)

Civics, Rights & How Communities Work

- [Grades K-2 lesson on Mamie Tape who fought to attend a San Francisco school](#)
- [Grades 3-5 lesson on CA's segregated schools](#)
- [Grades 3-5 lesson on Punjabi-Mexican families in the Imperial Valley](#)

6-12 LESSONS BY ERA

Foundations & Early Encounters

- [Grades 9-12 lesson on the Asian American workers who built CA and the American West](#)

Civil War & Reconstruction + Gilded Age

- [Grades 3-12 lesson on the Tape family's fight for school](#)
- [Grades 9-12 lesson on the 1871 Los Angeles Chinese Massacre](#)
- [Grades 9-12 lesson on Angel Island as the Ellis Island of the West](#)

Progressive Era & WWI, Nativism & Economic Crisis

- [Grades 9-12 lesson on the Alien Land Law and Oyama v. CA](#)
- [Grades 6-12 lesson on Sikh immigration to the Central Valley](#)
- [Grades 6-8 lesson on Gujarati families and CA's motel industry](#)

WWII & the Home Front

- [Grades 9-12 lesson on civil rights during epidemics](#)

Cold War & Civil Rights, Contemporary U.S.

- [Grades 9-12 lesson on the Thai garment workers enslaved in El Monte](#)
- [Grades 6-12 lesson on the two sides of Silicon Valley success](#)



Appendix A:

AAPI History Hub in Action – California

Bring AAPI histories to life through local museums, historic sites, performances, and walking/virtual tours across California. These experiences can be used as field trips, virtual visits, or extensions to any lesson or unit in this guide.

NORTHERN / INLAND / RURAL CA

Manzanar Historic Site
Tule Lake National Monument
The Royal Theater, Guadalupe

SACRAMENTO AREA

California Museum
Isleton Chinese and Japanese Commercial Districts
Locke Museums
Walnut Grove Japanese American Historic District

BAY AREA

Oakland

Oakland Asian Cultural Center
Oakland Chinatown District

San Francisco

Asian Art Museum
Bindlestiff Studio
Chinatown Alleyway Tour
Chinatown History & Art Tour Program
Chinese Historical Society of America Museum
Eth-Noh-Tec
Japantown Cultural and Historical Walking Tour
Migrant Footsteps
San Francisco Chinatown

San Jose

Chinese American Historical Museum at the Ng Shing Gung
Historic Japantown

Other

Angel Island Immigration Museum
Berkeley South Asian Radical History Walking Tour
Nippon Hospital
Stanford Asian American Theater Project

GREATER LOS ANGELES

Asian American Civil Rights Tour
Chinese American Museum
East West Players
Great Leap Inc.
Japanese American National Museum
Korean American National Museum
Little Tokyo Historic District
Pacific Island Ethnic Art Museum
Riverside Chinatown
USC Pacific Asia Museum

SAN DIEGO

Asian Pacific Thematic Historic District
San Diego Chinese Historical Museum



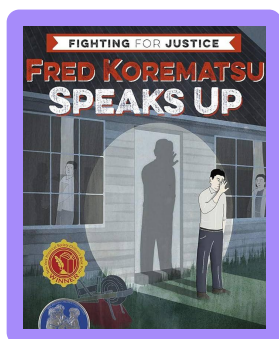
See the map and learn more about these sites and organizations on our **AAPI History In Action [page!](#)**



Appendix B:

Books to Extend Learning – California

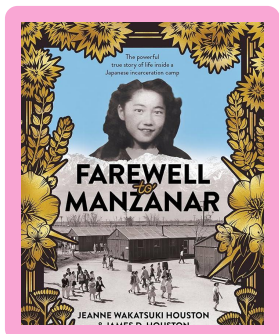
These book recommendations with connections to people or themes present in California, can build background knowledge, support literacy connections, and help students go deeper on themes raised in this guide. Many are paired with teaching resources on the [AAPI History Hub](#).



Grades 6-8

Fred Korematsu Speaks Up by Laura Atkins and Stan Yogi

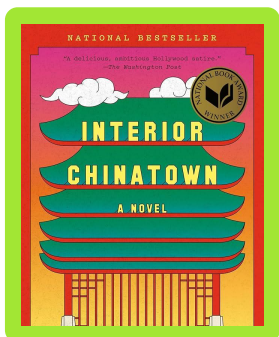
Fred Korematsu was from Oakland, CA. As a young man, he refused to report to an incarceration camp during WWII and took his case to the Supreme Court. This book tells his story for young readers and connects to the Hub's Korematsu resources.



Grades 9-12

Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston (memoir)

A firsthand account of growing up in the Manzanar incarceration camp in California's Owens Valley during WWII. A widely taught memoir of Japanese American incarceration and an important text for understanding WWII, civil liberties, and California history.



Grades 9-12

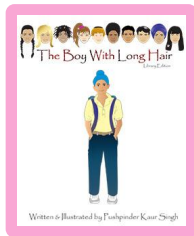
Interior Chinatown by Charles Yu (novel)

Set in San Francisco's Chinatown, this National Book Award-winning novel uses screenplay format to explore Asian American identity, stereotypes, and the roles available to Asian Americans in popular culture. Hub [lesson plans](#) available.

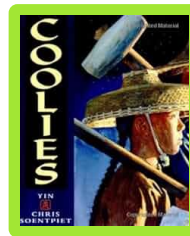


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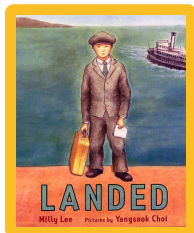
Books to Extend Learning – California



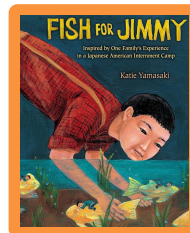
Grades 6-8
The Boy with Long Hair
Pushpinder Kaur
CA-born Sikh boy



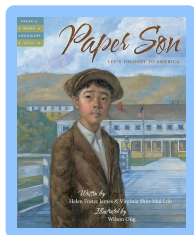
Grades 6-8
Coolies
Yin, illus.
Chris Soentpiet
Chinese railroad workers in CA



Grades 6-8
Landed
Milly Lee, illus.
Yangsook Choi
Angel Island, San Francisco



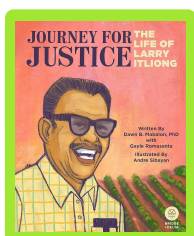
Grades 6-8
Fish for Jimmy
Katie Yamasaki
Japanese American incarceration



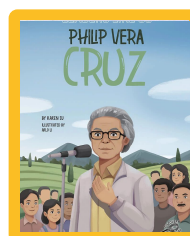
Grades 6-8
Paper Son
Helen Foster James
& Virginia Shin-Mui Loh
Angel Island, "paper son" identity



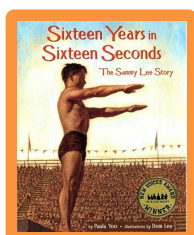
Grades 3-5
**I Am an American:
The Wong Kim Ark Story**
Martha Brockenbrough & Grace Lin
Angel Island, "paper son" identity



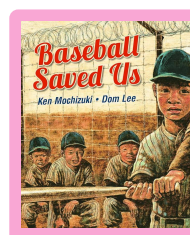
Grades 3-5
**Journey for Justice:
The Life of Larry Itliong**
Dawn Bohulano Mabalon
& Gayle Romasanta
Delano, Central Valley



Grades 3-5
Philip Vera Cruz
Karen Su, illus. Arlo Li
CA farm worker movement



Grades 3-5
**Sixteen Years in Sixteen
Seconds: The Sammy Lee Story**
Paula Yoo
Los Angeles, Olympic diver



Grades 3-5
Baseball Saved Us
Ken Mochizuki, illus. Dom Lee
Japanese American incarceration



We believe belonging starts in the classroom.

The AAPI History Hub is a free collection of classroom-ready resources designed to help educators bring Asian American and Pacific Islander history into their existing curriculum.



ACKNOWLEDGEMENTS

This State Learning Guide extends the AAPI History Hub's K-5 and 6-12 Planning Guides to a California-specific context. The "Points of Entry" framework that anchors this guide is adapted from **AAPI New Jersey's Teach Asian American Stories** initiative, whose work has demonstrated how AAPI history can be mapped onto state social studies standards. We are grateful for the foundation their work provided.

We also want to recognize the California educators whose review, expertise, and care shaped this guide: Kristina Ravo — Coordinator, History-Social Science and Civic Engagement, Learning and Instruction, Santa Clara County Office of Education; Jalyn Barnard — Teacher On Special Assignment - Ethnic Studies and Civic Engagement, Riverside Unified School District.

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