

# 2023

## Analysis and Recommendations for AAPI Representation in Maryland Middle School and High School Frameworks

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## **1. Summary and Purpose**

The purpose of this report is to investigate the extent of AAPI history representation in Maryland State Curriculum and evaluate ways to further representation of AAPI history within Maryland State Curriculum. To do this, we looked at the current Maryland State Curriculum and recorded mentions of AAPI figures, contributions, or significant events. Results were then evaluated to see the amount of AAPI representation. It was found that Maryland State Curriculum has significantly low levels of AAPI History representation. Previous government, individual, and organization efforts as well as future potential government actions to address this problem are then discussed.

## 2. Key Takeaways

- AAPI are represented in
  - **5%** of Content Topics in Middle School US History Framework
  - **33%** of Content Topics in High School US History Framework
  - **0%** of Content Topics in High School US Government Framework
- Of the 7 Content Topics in High School US History Framework that mention AAPI, **5 out of 7**, or about **71%**, mention AAPI pertaining to US foreign policy regarding AAPI countries in the context of war and conflict
- Establishing a Task Force or Work Group to create instructional material teaching AAPI contributions to US history is necessary to combat this issue of lack of AAPI representation within Maryland curriculum

### 3. Analysis of Maryland State Department of Education Frameworks

This section of the paper examines the Maryland State Department of Education’s (MSDE) Frameworks for Middle School US History, High School US History, and High School US Government. All mentions of AAPI people (eg. Chinese immigrants), countries (eg. Vietnam), and relevant policies (eg. Alien Land Laws) in Curriculum were recorded in the figures below.

Figure 1: MSDE Middle School US History Framework

Unit	Content Topic	Mention of AAPI History
Colonization (1607-1754) *	Interactions in the New World	None
Colonization (1607-1754) *	Colonial North America	None
The American Revolution (1754-1783)	French and Indian War	None
The American Revolution (1754-1783)	French and Indian War	None
The American Revolution (1754-1783)	The American Revolution	None
Founding of the New Government (1776-1791)	The Articles of Confederation	None
Founding of the New Government (1776-1791)	Constitutional Convention	None
Founding of the New Government (1776-1791)	United States Constitution	None
Founding of the New Government (1776-1791)	Ratification and the Bill of Rights	None
A New Nation (1787-1825)	The Early Republic	None
A New Nation (1787-1825)	The Second War of Independence	None
Geographic Expansion and Political Division	Sectional Growth	None

(1820-1860)		
Geographic Expansion and Political Division (1820-1860)	Jacksonian Era	None
Geographic Expansion and Political Division (1820-1860)	Social Reform Movements	None
Geographic Expansion and Political Division (1820-1860)	Westward Expansion	None
Geographic Expansion and Political Division (1820-1860)	Path to Disunion	None
Civil War and Reunion (1860-1896)	The Civil War	None
Civil War and Reunion (1860-1896)	Reconstruction and Reunion	None
Growth of Industrial America (1877-1890) *	Industrialization	None
Growth of Industrial America (1877-1890) *	Westward Movement	“Describing the impact of geographic expansion on rights for African Americans, Chinese immigrants, and the political and legal rights to women.”

\*This unit serves as a bridge unit with the high school United States History course and will not be assessed on the middle school exam.

Figure 2: MSDE High School US History Framework

Unit	Content Topic	Mention of AAPI History
Bridge Unit from Middle School United States History: Growth of Industrial and Urban America (1877-1890)	Industrialization	None
Bridge Unit from Middle School United States History: Growth of Industrial and Urban America (1877-1890)	Westward Movement	None
Unit 1: Progressivism and Imperialism (1890-1920)	Social, Political, and Economic Reform	None
Unit 1: Progressivism and Imperialism (1890-1920)	Imperialism	“Assessing the causes and consequences of American intervention/involvement in Latin America, Hawaii, the Philippines, China, and Japan.”**
Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)	The Great War at Home and Abroad	None
Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)	The 1920s	<p>““Analyzing how communities of color and immigrants resisted discrimination and racist policies through the formation of the League of United Latin American Citizens, decisions in <i>Ozawa v. U.S.</i> (1922), <i>Thind v. U.S.</i> (1923), and passage of the 1924 Indian Citizenship Act.”</p> <p>“Assessing how the Immigration Act of 1924, the Ku Klux Klan, Tulsa Race</p>

		Riot, Alien Land Laws, and Eugenics perpetuated racism and discrimination against racial, ethnic, and religious minorities, those with disabilities, and LGBTQ+.”
Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)	The Great Depression and New Deal	None
Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)	World War Two	<p>“Examining how the rise of facism and totalitarianism, as well as European and Japanese Imperialism, and appeasement led to World War Two.”</p> <p>“Evaluating how the Neutrality Acts, the Lend-Lease Act, and the attack on Pearl Harbor impacted American neutrality”**</p>
Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)	America’s Home Front During World War Two	“Analyzing the social and economic consequences of the war on women, African Americans, Mexican Americans, Asian Americans, and Native Americans”
Unit 3: Affluence, Cold War, and Social Revolutions (1945-1974)	Post-War Economics	None
Unit 3: Affluence, Cold War, and Social Revolutions (1945-1974)	The Cold War	“Describing the causes, course, and consequences of the Korean War.”**
Unit 3: Affluence, Cold War, and Social Revolutions (1945-1974)	Freedom Movements	None
Unit 3: Affluence, Cold War, and Social Revolutions (1945-1974)	Vietnam	“Students will analyze the United States’ involvement in Vietnam from 1954 to 1973



		<p>by”</p> <p>“Analyzing the evolution, strategies, and turning points of the United States’ involvement in Vietnam”</p> <p>“Assessing the factors that contributed to American defeat in Vietnam”</p> <p>“Analyzing how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.”**</p>
Unit 4: Economic, Political, and Social Reorganization (1974-1992)	Deindustrialization	None
Unit 4: Economic, Political, and Social Reorganization (1974-1992)	Expansion of the Rights Revolution	None
Unit 4: Economic, Political, and Social Reorganization (1974-1992)	Shifting International Relationships	“Explaining the influence of detente, arms reduction, espionage, and changing relations with China on Cold War tensions.”**
Unit 4: Economic, Political, and Social Reorganization (1974-1992)	The Reagan Revolution	None
Unit 4: Economic, Political, and Social Reorganization (1974-1992)	The End of the Cold War	None
Unit 5: Globalization, Terrorism, and Political Polarization (1992—present)	Globalization	None
Unit 5: Globalization, Terrorism, and Political Polarization (1992—present)	Political Polarization	None

Unit 5: Globalization, Terrorism, and Political Polarization (1992—present)	Domestic and Foreign Terrorism	None
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\*\*Mention of AAPI pertains to US foreign policy regarding AAPI countries in light of War

Figure 3: MSDE High School American Government Framework

Unit	Content Topic	Mention of AAPI History
Structure and Origins of Government	Types of Government	None
Structure and Origins of Government	Origins and Founding Principles	None
The Legislative Branch	Structure and Organization of Legislative Branch	None
The Legislative Branch	Elections	None
The Legislative Branch	Powers of Congress	None
The Legislative Branch	Lawmaking	None
The Executive Branch	Structure and Organization of the Executive Branch	None
The Executive Branch	Elections	None
The Executive Branch	Powers of the Executive Branch	None
The Executive Branch	Regulatory Policy	None
The Judicial Branch	Structure and Powers of the Judiciary	None
The Judicial Branch	Landmark Decisions and Historical Impact of the Court on American Government	None
The Judicial Branch	Criminal and Civil Law	None
Economic Policy	Economic Systems	None
Economic Policy	Economic Goals and Indicators	None
Economic Policy	Fiscal Policy	None
Economic Policy	Monetary Policy	None
Domestic Policy	Citizens and Public Policy	None

Domestic Policy	Regional Domestic Policy	None
Domestic Policy	Public Policy	None
Foreign Policy	Foreign Policy Goals and Tools	None
Foreign Policy	The United States role in the international community	None

Analysis

As seen in the figures above, AAPI are represented in the minority of Maryland State Curriculums.

In the MSDE Middle School US History Framework, AAPI was mentioned in 1 out of 20, or 5% of, content topics. Furthermore, AAPI was solely mentioned in a content topic that is not tested on the Middle School history exam.

In the MSDE High School US History Framework, AAPI was mentioned in 7 out of 21, or approximately 33%, of content topics. It is noted that 5 out of the 7 content topics mentioning AAPI are in the context of the US foreign policy against or in AAPI countries rather than AAPI contributions to US history.

In the MSDE High School American Government Framework, AAPI was mentioned in 0 out of the 22, or 0%, of content topics.

#### **4. Recommendations and Suggestions**

Based on the review and analysis conducted above, there is a need for more AAPI representation within the Maryland State history curriculum. Before discussing potential future government action, past efforts to address this topic are discussed.

##### **Past Efforts**

Several bills aiming to increase AAPI history coverage in curriculum have been proposed in the Maryland General Assembly, but none have passed. This includes SB0304, sponsored by Senator Lam and Senator Lee in 2022; HB0922, sponsored by Delegate Valderrama and Delegate Qi in 2022; HB0960, sponsored by Delegate Valderrama, Delegate Fraiser-Hidalgo, Delegate Moon, and Delegate Barve in 2023.

Individuals and organizations have also made local efforts to further AAPI history education.

Student members of the organization Project Lotus at River Hill High School have tackled this lack of representation by creating instructional materials that were provided to all social studies teachers in Howard County. In honor of AAPI Month, students put together four different slideshow presentations featuring significant AAPI figures and contributions in US history.

Topics covered by these materials include: Innovation, Civil Rights, US History and Government, and Cultural Influences. In total, 31 slides were created, covering 19 AAPI figures and 5 historical events. Project Lotus Co-founders and Co-Presidents, Lily Peng and Sarah Chin,

reached out to a member of the Howard County Social Studies Department and asked them to distribute the resources to teachers. On May 31st, the presentations were emailed to all social studies teachers in Howard County.

Teachers have also taken initiative to address this problem. Eric Pellegrino, GT Teacher and chair of our Asian-American/Pacific Islander Committee at Centennial Lane Elementary School, is one of the teachers who is working to increase AAPI history representation by putting together lessons and preparing for a reading night in October. Pellegrino reached out to the Howard County AAPI Commission and invited them to collaborate with him and his team in the creation of such lessons. Across Maryland, teachers have demonstrated interest in educating students about AAPI history and some have independently created lessons about AAPI history.

### **Potential Future Government Action**

To address the existing lack of AAPI history coverage in Maryland State history curriculums, legislation should be passed supporting the creation of a Commission or a Task Force/Work Group tasked with preparing instructional material that covers AAPI history for teachers across Maryland to use. In the following section, these two mechanisms to create instructional materials are examined.

#### Commission

In Maryland, there are currently 97 active Commissions such as the Governor's Commission on Asian American Affairs, the Fire-Rescue Education & Training Commission, and the Financial

Education & Capability Commission. Commissions often consist of appointed Commissioners who then conduct work in a given area of interest or field with the rest of the Commission. An AAPI History Curriculum Commission could use several different approaches to further AAPI History coverage in Maryland curriculum. The Commission could evaluate existing curriculum, conduct expert research in AAPI history, and create instructional materials to be provided throughout Maryland.

#### Task Force/Work Group

In Maryland, there are currently 11 active Task Forces and 9 active Work Groups. Task Forces and Work Groups also consist of appointed members and generally have more specific roles and goals; Task Forces are designated a specific task to complete, and Work Groups are delegated an overarching project to work on. An AAPI History Curriculum Task Force or Work Group could focus their work on the creation of instructional materials about AAPI History.

#### **Recommendation**

We recommend a Task Force or Work Group to be created under the existing Commission for Asian American Affairs. As Commissions are typically for broader topics and the issue of AAPI History Representation is specific, nuanced and related to Asian American Affairs, we believe a Task Force or Work Group is a better fit. This Task Force or Work Group would be responsible for the creation of such instructional materials to ensure there is more AAPI History representation in Maryland Curriculum.

We recommend legislation focus on the creation of lesson plans rather than the mandating of their usage and altering of curriculum for three reasons.

First, previous bills attempting to mandate changes to the curriculum failed to pass. This indicates a possible lack of political support and capital to mandate this curriculum change. Instead, working to create these materials first and having the materials as optional resources available to all teachers is more viable than mandating their use.

Second, these instructional materials can be used in a variety of courses, including on-grade, Honors, GT, and AP Classes. Individually reforming the curriculum of social studies courses would be a lengthy and arduous effort. Creating a set of instructional materials for all teachers to access in Maryland is more efficient.

Third, providing these resources offers flexibility to teachers to tailor learning to the specific course. For example, though we cannot change the AP US History Curriculum, after the AP test, teachers have approximately one month where they can teach topics at their discretion. With this time after the AP test, teachers can choose to use the resources the Work Group or Task Force creates.



## **5. Conclusion**

Based on current topics covered in Maryland State Frameworks, there is a need for greater AAPI representation in the US history curriculum. A Task Force or Work Group should be established through the passage of legislation to tackle this problem. The Task Force/Work Group will be responsible for preparing instructional material to be distributed to teachers across Maryland as optional lesson materials. This is a viable first step towards a more representative history curriculum.

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