



Year of the Rooster

## TEACHER'S GUIDE

Journey with Newspapers In Education and Wing Luke Museum to learn how different Asian and Pacific Island Americans celebrate New Year's.



This Wing Luke Museum teacher's guide accompanies Chapters 1-3 of a three-week series in The Seattle Times. Journey with Newspapers In Education and Wing Luke Museum of the Asian Pacific American Experience and learn about New Year celebrations for Asian and Pacific Island ethnic communities in the Pacific Northwest. Families in these communities have maintained some of the cultural traditions and celebrations of their ancestral homelands, while living here in Seattle.

One of the most important celebrations to Asian Americans is the New Year. You will learn about some of the customs for Chinese New Year, Hawaiian New Year and Lao New Year. Students will also have the opportunity to discuss and share their own family and cultural traditions, and to dive into deeper discussions and writing assignments regarding the history of immigration, culture, food, celebrations, traditions and cultural stereotypes in the American media of Asians and Pacific Islanders.

### NOTE TO EDUCATORS

The following lessons were written for Elementary grade levels and are extensions of the articles printed in The Seattle Times on Jan. 20, Jan. 27 and Feb. 3, 2017. For more activities and information about Chinese, Hawaiian and Lao New Year please refer back to the article series on Asian New Year printed in previous years. These series are posted at [nie.seattletimes.com](http://nie.seattletimes.com). Teachers of all grade levels are encouraged to modify the guide to fit the needs of their individual classes.

### Information on the series/dates:

You can visit the NIE website ([nie.seattletimes.com](http://nie.seattletimes.com)) to find the exact location and publishing dates of these articles in the newspaper. Have students take notes from the in-paper content each week to use in combination with this guide.

### The Seattle Times Newspapers In Education (NIE)

To enroll in The Seattle Times NIE program and receive free access to the print replica of the newspaper, lesson plans and curriculum guides, as well as the featured content for this guide, please email [nie@seattletimes.com](mailto:nie@seattletimes.com) or call **206.652.6290**.

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## LESSON 1: CULTURAL-BASED VOCABULARY

Every person has a culture. From the holidays you celebrate to the foods you eat, traditions are passed from generation to generation and within the communities we are a part of. This lesson asks students to look closer at their own cultures and to identify that everyone has something to contribute to cultural conversations.

### Exploring My Culture Introductory Discussion

Break students into smaller groups and have them answer the questions below, then come back together as a larger group and discuss.

- What is your definition of culture? How do we share and show off culture?
- Read the definition of culture provided in the vocabulary activity below. Is the definition similar or different than your understanding?
- How does your culture shape who you are?
- What are your special cultural traditions? Why are they important to you and your family?
- How can we be respectful of the customs, traditions and values of other cultures?
- Why is it important to study and learn about different cultures?

### Journal Write

Ask the students to consider the following questions and reflect on their answers through a journaling exercise. After journaling, invite students to share their holidays together as a class.

- How does your family celebrate the New Year?
- What customs and holidays have you learned from your parents and grandparents? Will you pass them on to the next generation?
- Choose one holiday that you celebrate and copy down the following table in your journal. Please fill out the table using your memories and experiences:

<b>Name of the Holiday</b>	
<b>When do you celebrate?</b>	
<b>Is there a special story behind why you celebrate the holiday?</b>	
<b>Are there any special decorations that are important to the holiday?</b>	
<b>What foods do you eat on the holiday? Are they special to the holiday?</b>	
<b>Do you have a favorite memory of the holiday?</b>	

## LESSON 1: CULTURAL-BASED VOCABULARY

### VOCABULARY ACTIVITY

Have students use classroom resources (or this can be done as a home activity) to find the definitions of the following words. Ask students to create a sentence with each word that demonstrates its definition.

<b>American</b>	Of or pertaining to the United States, but often used as a substitute for “U.S. citizen.” However, there are also North Americans, South Americans, Latin Americans, etc.
<b>Bicultural</b>	When an individual identifies with more than one culture they can be called “bicultural” or “multicultural.”
<b>Culture</b>	The social patterns (ways of living), values (ideas of right and wrong) and customs (holidays, games, etc.) taught within a certain group of people.
<b>Ethnicity</b>	This term refers to the racial and cultural group into which one is born.
<b>Multicultural</b>	The existence of many cultures.
<b>Nationality</b>	This term refers to the nation that a person belongs to by birth or naturalization.

### VOCABULARY ACTIVITY DISCUSSION

Have the students reflect on the vocabulary and definitions discussed in the last activity to help inform their answers to the following questions. Break students into smaller groups and have them answer the questions below, then come back together as a larger group and discuss.

- How would you describe mainstream American culture?
- What does being “American” mean to you?
- Do you consider yourself American? Why or why not?
- Can a person choose or change their culture? Why or why not?
- Has the definition of being American changed over time? Why or why not?
- Do you see your school, neighborhood and city as being multicultural? Why or why not?
- What are the benefits to living in a diverse community?

## LESSON 2: TRADITIONS: BRIDGING PAST TO PRESENT

Traditions link those who celebrate them to stories from the past, places from around the globe and moments in history.

### Pre-Reading Journal Write

Have the students take 10-15 minutes to write a journal entry with the following prompts.

- Think of a holiday that your family celebrates—is there a special story that is the reason why you celebrate? Is there a special story that explains why you do certain things during the holiday?
- Do you know where that story takes place? Do you know when it takes place?
- How does that story highlight or show off what is important to your culture and identity?
- Have you heard of any family stories that remember a place that your ancestors or family members have come from?

**Read Chapter 1 (printed on January 20, 2017) from our 2017 NIE Asian New Year article series to learn about Chinese New Year celebrations and the Lion Dance through the eyes of Royal Tan.**

### Post-Reading Discussion

We learned about the Lion Dance and its importance for ringing in the Chinese New Year. Royal Tan shared the history and legends behind the Lion Dance tradition and how it continues today.

- Why are lions so important for the Chinese New Year?
- What is the story behind the Lion Dance tradition?
- Why do the colors of the lions matter? What do the colors represent?
- Do any of the items that accompany the Lion Dance have meaning? What items are they and what is their significance?
- Why is it important to Royal to keep up the Lion Dance tradition?
- Have you seen a Lion Dance performance before? If you have, what do you remember about your experience? Looking back at the stories Royal shared, did your understanding of the Lion Dance change? If you have not, what would you look forward to seeing at a Lion Dance?

### Extension Activity

In Chapter 1, Royal described the ways that his Lion Dance troop prepares businesses, community centers and restaurants for the New Year through lion blessings. Many of the traditions revolve around reflecting on the past year and setting yourself on the right foot for the next year. For an extension activity, have your students spend time thinking about their hopes and wishes for 2017 and answer the following questions in a free-write.

- Did you create a New Year's resolution on January 1? Why did you choose this resolution?
- Do you have a personal goal that you have set for yourself to accomplish within the next year?
- Do you have any wishes for your family? What do you hope their year looks like?
- Do you have any wishes for your community? Is there anything that you would like to see change? How will you personally work to see that change occur?

### Chinese American New Year Children's Books

Here is a book list compiled by Erica Sternin through the Seattle Public Library and Wing Luke Museum. Students are encouraged to learn and read more about the Chinese American New Year experience.

"Sam and the Lucky Money" by Karen Chinn  
"D is for Dragon Dance" by Ying Chang Compestine  
"Bringing in the New Year" by Grace Lin  
"Chinese New Year's Dragon" by Rachel Sing  
"The Star Maker" by Laurence Yep  
"Cat and Rat: The Legend of the Chinese Zodiac" by Ed Young

### JOURNAL REFLECTION

Write the statement below along with the following questions on the board. Give students 15–20 minutes to write a reflective and thoughtful response. Tell them they will be sharing their answers with the class.

*Traditions can change or become lost over the years, but sometimes they are resurrected in successive generations and become accepted by the larger community. Because of the rich diversity of Americans, many people today are going back to their ethnic roots and are becoming more accepting of other cultures.*

- Do you agree or disagree with the statement above? Why or why not?
- Do you have an example of this situation happening in your own family? Please describe.
- What is your definition of a tradition?
- How can traditions change or become lost?
- Do you think it's difficult for people to bring back lost traditions? Why or why not?
- Do you think America will ever reach a level of complete tolerance toward different traditions? How can we, as a nation, get there? How long do you estimate that taking?

**Read Chapter 2 (printed on January 27, 2017) from 2017 NIE Asian New Year article series to learn about Hawaiian New Year celebrations through the eyes of Rayann Onzuka.**

### Post-Reading and Class Discussion

Discuss the questions below and answer together as a class.

- How does the statement, “Traditions can change or become lost over the years, but sometimes they are resurrected in successive generations and become accepted by the larger community” relate to the celebration of Makahiki in Hawaii?
- How was Makahiki originally celebrated and how is celebrated today?
- Why do you think that the Makahiki celebration changed?
- Why is celebrating Makahiki important to Rayann? Why is celebrating Makahiki important for Hawaiian communities?
- What would be lost if Makahiki disappears as a tradition?

### EXTENSION ACTIVITY

#### Comparing & Contrasting Cultural Traditions

Ask students to compare the differences and similarities between traditions from their own cultural, ethnic or religious community and one of the other ethnic traditions studied in Chapters 1–3. Include the following information or answer the following questions in your comparison:

- How is the cultural tradition that you are focusing on similar to one of the cultural traditions you learned about in your reading?
- How are the traditions different? Are either cultural events considered a mainstream American tradition or observed on a U.S. calendar?
- If so, how long has it been considered a mainstream American tradition?
- If not, do you foresee that it could ever be considered a mainstream American tradition, and under what circumstances would this happen?

#### Hawaiian Children's Books

Here is a book list compiled by Erica Sternin through the Seattle Public Library and Wing Luke Museum. Students are encouraged to learn and read more about the Hawaiian American experience.

“Surfer of the Century: The Life of Duke Kahanamoku” by Ellie Crowe  
 “Girls’ Day/Boys’ Day” by Minako Ishii  
 “The Shark King” by R. Kikuo Johnson  
 “Grandma Calls Me Beautiful” by Barbara M. Joosse  
 “Princess Ka’iulani” by Sharon Linnea  
 “Pig Boy: A Trickster Tale From Hawai’i” by Gerald McDermott  
 “The Island-Below-The-Star” by James Rumford  
 “Trouble Magnet” by Graham Salisbury

## LESSON 4: CULTURAL TIES TO FOOD

This lesson looks at how we share parts of our identity and culture through the foods we share and eat. Foods can contain memories and stories passed down with the recipes and tastes.

*Use Chapter 3 (printed on February 3, 2017) from the 2017 NIE Asian New Year article to learn about Lao New Year through Jintana Lityouvong's story.*

### Pre-Reading Discussion

Have students take 10–15 minutes to write a journal entry for the following questions:

1. In your own family traditions, when are special meals prepared for close family and friends? What do you remember about the meal(s) you had during these events? What made them extra special?
2. Food is powerful. It brings people together, connects cultures, ethnic identities and good memories. What are the smells in your family's kitchen that bring back the most memories? Why?
3. Write a list of "all-American" foods? Why are they connected to being American (for example, hot dogs at a baseball game)?
4. Why are family and food connected?
5. What are your favorite family foods? Are they made frequently, or are they prepared only on special occasions? Are they connected to your culture?
6. Are there any special recipes that have been passed down from elders in your family? What are they?

**Read Chapter 3 (printed on February 3, 2017) from 2017 NIE Asian New Year article series to learn about Lao New Year celebrations as remembered by Jintana Lityouvong.**

### Post-Reading Questions and Discussion

Break students into smaller groups and have them answer the questions below, then come back together as a larger group and discuss.

Ask your students the following questions:

- What foods had Jintana described through her memories of Lao New Year?
- What significance does the **khao nom kok**, Lao coconut cakes, have to her family's story?
- In what ways has **kapoon**, Lao vermicelli rice noodles, changed from how it was traditionally prepared in Laos and how her family prepares it today?
- What can that example tell us about how traditions can change as they are celebrated in different countries?
- With what culture do you identify? What special foods are from your culture?
- Do you have any memories attached to holiday or celebration foods?
- Are there any special meanings or traditions associated with your holiday or celebration foods?

### EXTENSION ACTIVITIES

- Interview a family member about what they remember about the special foods they ate when they were young.
  - What smells can they still remember?
  - What were their favorite foods that were prepared?
  - Did they bring that tradition to their own family and continue to have these same foods in their home now? Why or why not?
- Choose a culture or ethnic group that you would like to learn more about. Research what foods they eat on a day-to-day basis and also the foods they prepare when they celebrate special occasions. Write (or type) a half-page statement about what you learned and be prepared to share it with your class.

### Lao Children's Books

Here is a book list compiled by Erica Sternin through the Seattle Public Library and Wing Luke Museum. Students are encouraged to learn and read more about the Lao American experience.

"Little Cricket" by Jackie Brown

"Piecing Earth and Sky Together: A Creation Story from the Mein Tribe of Laos" by Nancy R. Day

"Moon Bear" by Gill Lewis

"Mali Under the Night Sky: A Lao Story of Home" by Youme

## LESSON 5: CULTURAL CELEBRATIONS

Students will learn about how three different community members and their families ring in the New Year through family and community traditions, food and celebrations

Use Chapter 1 about Chinese New Year (printed on January 20, 2017), Chapter 2 about the Hawaiian New Year (printed on January 27, 2017) and Chapter 3 about Lao New Year (February 3, 2017) from the 2017 NIE Asian New Year article series.

### Reading Comprehension

Make a list on the board including the following categories: *Chinese American*, *Hawaiian American* and *Lao American*. Give the students 10 minutes to review the chapters and take notes regarding the cultural celebrations that were discussed. Ask the students about the customs and traditions they learned about in Chapters 1–3, and write down their answers. The following lists are examples and students should be encouraged to expand on the samples given.

#### Chinese American

- New Year begins after the second new moon after winter solstice. The date changes with the moon cycles.
- Lion Dances are important to scare away any bad spirits and start off on the right foot for the New Year.
- A common item for Lion Dances is drums, which works like the “heartbeat” of the lion.

#### Hawaiian American

- Makahiki corresponds to the pleiades star constellation and lasts for four months.
- The community would have peace and have friendly competitions to test strength and grit.
- Makahiki is not as widely celebrated as it once was and some Hawaiian children might participate in a field day to commemorate the holiday in school.

#### Lao American

- Families clean the house to get rid of any bad luck from last year.
- For the last day of the Year the family gathers around the household altar and bathe their hands in the sweet-smelling flower water.
- The day “in-between” the last day of the year and the first day of the New Year, families head to the Buddhist temple to be cleansed for the New Year and participate in a celebratory water fight.

### INDIVIDUAL CULTURES

- What cultures are represented in your class?
- Ask students what traditions they celebrate in their own families.
- Will they continue these traditions when they have a family of their own?

### EXTENSION ACTIVITY: LOOKING AT YOUR HERITAGE

Ask students to write or illustrate a celebration or tradition from their own cultural, ethnic or religious community through a short story, poem, collage or drawing. Have them try to answer the following questions with their story or poem. Or if a collage or drawing is created, have the student prepare a short written or oral statement to answer the questions:

- What is the historical origin of the tradition, including when and why it began?
- If this tradition originated in another country, has it changed in any way in order to be celebrated in the United States?
- Why is it important for your community or family to preserve this tradition?
- What background information would you explain to a friend from outside your cultural community if you were to invite him/her to join you in the celebration of this cultural tradition, if any?
- Would you continue this tradition when you have your own family? Why or why not?



## LESSON 6: CULTURAL STEREOTYPES IN THE MEDIA

A **stereotype** is a popular belief about specific social groups or types of individuals. It is a fixed idea about a group of people based on prior assumptions.

**Media** is considered the means of communication that reaches and influences many people, such as radio, television, newspapers, magazines and websites.

Sometimes stereotypes are perpetuated in the media. They give the audience a quick, common understanding about a group of people — usually linking their class, ethnicity, race, gender, social role or occupation. All viewers should be careful about forming opinions about groups or individuals based on what they see on TV.

### CLASS DISCUSSION

Why can stereotypes be dangerous? Go through the answers below, if they aren't addressed. Cultural stereotypes can be dangerous because they can:

- Reduce differences in people to simple categories
- Transform assumptions about particular groups into “realities”
- Be used to justify the position of those in power
- Perpetuate social prejudice and inequality

### JOURNAL REFLECTION

Have your students think back and try to remember a commercial, TV show, movie or song that negatively portrayed an entire group of people. Give them 10 minutes to brainstorm and write about what they remember happening, how people in the scene reacted and how they personally felt about it?

### CLASS DISCUSSION

1. What are your feelings about cultural stereotypes in the media? Do you find it humorous, in poor taste or disrespectful? Why?
2. Does it make a difference if you're a member of the group being stereotyped in the media? Why or why not? Give details to support your answer.
3. Do these cultural groups have a say in how they are being represented in the media?
4. What do you think are the root causes of stereotypical portrayals?
5. Do you think that there is a lack of diversity in the news programs, TV shows and movies you watch? Why or why not?

### JOURNAL WRITE

**Historian and journalist Gwynne Dyer stated, “We’ve become the most spectacularly diverse country in the world. Why, then, have the media not kept pace?”**

- What are you learning about diversity in school? At home?
- Do you agree or disagree with Dyer? Do you think the media has kept pace with the diverse, changing world we live in?
- Has the media played a role in shaping your understanding of the world? Why or why not?
- How can our nation combat stereotyping?

### PUBLIC SERVICE ANNOUNCEMENT

#### Stereotypes on the Loose!

Write a paragraph warning children about the dangers of believing everything they see on TV. Explain what stereotypes are and how they can be found in the media. List five TV shows, movies, songs, etc. that you would put a warning label on, if you could, and why. Be prepared to present your commercial to the rest of the class.

### RESEARCH PROJECT & PAPER

#### The Impact of Cultural Stereotyping

1. Have students watch TV (it's better if they can channel-surf to survey as many different programs as possible) and make notes as to the different racial and ethnic groups they see and how they are being represented.
2. Students should take notes on what they are seeing, in terms of cultural stereotypes and answer the following questions in their paper.
  - Are ethnic minorities visible on everyday TV?
  - In what ways? In what roles?
  - Which ethnic or racial groups are the most prominent? Which are rarely, if ever, seen? Why do you think that is?
  - Do any of the roles seem stereotypical?
  - What effect does this stereotype have on people who are outside that racial or ethnic group?
  - What effect does this stereotype have on people who are members of that racial or ethnic group?
  - What does this say about mainstream American culture?
  - Does American media reflect mainstream culture or act to shape mainstream culture?
  - Compare the representation of the different racial and ethnic groups with the actual population of the United States. Then compare with the actual population of students in your school and community.
  - Does it represent the actual population?
  - What groups are being over-represented?

### ESSAY

Write about your research and include answers you found to the questions above. Tie everything together to explore the impact cultural stereotyping has on self-image and the development of attitudes and beliefs among children. Include some of your own personal ideas to combat this problem. How would you solve it?

### PRE-READING DISCUSSION

#### What is immigration?

Immigration is the movement of non-native people into a country in order to settle there.

#### Who is a refugee?

A refugee is a person who flees for refuge or safety, especially to a foreign country, as in time of political upheaval, war, etc.

- What do students know about the immigration of Asian and Pacific Islanders to the United States?
- How were these groups of people treated when they arrived?
- Did all the new settlers have equal rights?
- What kinds of jobs do you think they had?

### JOURNAL WRITE

Give students 15–30 minutes to respond to the following hypothetical situations and questions.

***Imagine there are political problems and major violence happening in your city. You and your family have to leave immediately, taking only the clothing you have on today. You will be staying in a camp with thousands of other families, waiting and hoping to be taken to another country in order to be safe.***

- What thoughts and feelings would you have?
- What would be your greatest fears?
- What would you do to try to remain calm?
- What is one item you would take from your home, if you could?

***Your family is taken to another country. You are safe, but your family has to start over from scratch: no money, no jobs, new schools, new language, etc.***

- Have you ever traveled to a place where you didn't speak the language? How did that make you feel? What would it be like to go to school and not understanding anything?
- What jobs might you and your parents have to take to start earning money?
- List five adjectives to describe the life skills that immigrants must possess and why?
- As you reflect on this exercise, does it give you a newfound appreciation for what immigrants and refugees go through? Why or why not?

### CLASS READING

#### A Brief History of Asian Immigration to the United States Mainland (Appendix)

- Have students highlight/underline areas that are most surprising to them. Students will discuss their findings later in class.

### POST READING DISCUSSION

- During your reading, what surprised you the most? Why?

### READING COMPREHENSION

Divide your class into groups, allowing students to work together, ask the class questions and give students several minutes to come to a consensus on the answer in their group. Rotate students that deliver group answers to the rest of the class (you can do this by assigning a number to each member or drawing sticks). This is a fun way to review the most important sections of the reading.

- **Early Hawaiians to the Pacific Northwest helped do what?**  
Navigate merchant ships as well as chart and develop the area that was later known as the states of Washington and Oregon.
- **What city is named after a Native Hawaiian?**  
The city of Kalama, named after John Kalama.
- **What first brought Chinese immigrants to the Northwest?**  
News of gold in the Washington territory brought many Chinese immigrants to the Northwest.
- **When was the first time the U.S. government enacted legislation specifically excluding a group of people?**  
In 1882, the U.S. passed the first of several exclusion acts against Asians, this one preventing Chinese laborers from coming to America.
- **What papers were destroyed in a 1906 San Francisco fire?**  
All immigration papers were destroyed.
- **What year was the Exclusion Law repealed? What were the effects for many Chinese men?**  
In 1943, due to the limitations of Chinese women being brought over, generations of Chinese men had worked and died without the opportunity to marry and raise families.
- **What were “Japantowns?”**  
The Japanese were able to raise families and settle throughout the West Coast. However, housing discrimination against Asians, including the Japanese, resulted in Japantowns where Japanese businesses and residences were clustered together.
- **Where is a former “Japantown” located in Seattle?**  
In Seattle, much of the International District was a Japantown with many hotels, restaurants and small businesses.
- **In 1790, a citizenship law stated that only who could become citizens?**  
Caucasians
- **The U.S. Congress later passed the Immigration Act of 1924 prohibiting the immigration of “aliens ineligible to citizenship.” Whom did this apply to and until when?**  
Asians. This act barred the immigration of Japanese, Korean and South Asians until after World War II.
- **In the 1920s, large numbers of Filipino men came to work on farms and canneries throughout the Northwest, replacing whom?**  
The dwindling supply of Japanese workers.
- **The passage of the 1965 Immigration Act, a sweeping reform of the immigration laws, resulted in what?**  
An explosion in Asian immigration.
- **After the Vietnam War ended with the Fall of Saigon in 1975, hundreds of thousands of refugees came to the U.S. to escape the Communist regimes and political upheaval in what three areas?**  
Vietnam, Laos and Cambodia.

### CLASS DISCUSSION/ESSAY QUESTIONS

1. Did you already know this information about the immigrations of Asians and Pacific Islanders? Was there any new information that you read?
2. Why do you think students don't learn more about this in American History textbooks?
3. Reading about political unrest, people being killed by their own governments and the poverty and starvation that occurs in many other countries, how does it make you feel about living in America?
4. After reading about the early history of anti-Asian laws in the United States, how do you think attitudes toward Asian and Pacific Islanders have changed or not changed in America? How is this similar or different than attitudes toward people who are immigrants today?



## A BRIEF HISTORY OF ASIAN IMMIGRATION TO THE UNITED STATES MAINLAND

### Early Immigration of Filipinos and Native Hawaiians: 1763-1850s

Although the Chinese were the first group to come to the western coast of the United States in large numbers, other Asian Pacific Islander groups were in this country at an earlier date. For example, a group of Filipinos, who came to the United States as sailors, developed a colony in Southern Louisiana around 1763. Native Hawaiians navigated merchant ships to the West Coast as early as the 1780s. Many Hawaiians came to work in the Northwest trading posts. In 1853, when Washington became a U.S. territory, the Caucasian population was listed as 3,965 (the census at that time did not factor in African Americans or Native Americans). In the 1850 census, only one Chinese person was listed in the Washington territory. Around that time, there were an estimated 1,000 Native Hawaiians who made up a substantial portion of the work force. These early Hawaiians helped to chart and develop the area that was later known as the states of Washington and Oregon. Kalama and the Kalama River were named after a Hawaiian, John Kalama.

### Chinese Immigration: 1850s-1882

The Chinese arrived in California in the 1850s. Most came from the Guangdong province in southern China, which was an area with high poverty and famine levels. News of gold in the Washington territory brought many to the Northwest. By the 1870s, thousands of Chinese had been contracted to work on the Northwest railroads. Chinese laborers also worked in agriculture, mining and construction projects. In 1882, the U.S. passed the first of several exclusion acts against Asians, this one preventing Chinese laborers from coming to America. This was the first time the U.S. government had ever enacted legislation specifically excluding a group of people. Many Chinese entered the U.S. stating that they were returning U.S.-born citizens, born on American soil. Since all immigration papers had been destroyed in a 1906 San Francisco fire, officials had little information to dispute their claims.

The exclusion law was repealed in 1943, but due to the limitations of Chinese women being brought over, generations of Chinese men had worked and died without the opportunity to marry and raise families.

### Japanese, Korean and South Asian Immigration: 1890s-1924

As the numbers of Chinese began to diminish with the passage of the Chinese Exclusion Act, other groups filled the labor needs of the Northwest. A large number of men were recruited from Japan and a smaller number from Korea and India. Other Japanese came as students or “picture brides,” wed to men through arranged marriages. Between 1885 and 1894, more than 30,000 Japanese laborers arrived in Hawaii, many moving on to the U.S. mainland. The Japanese were able to raise families and settle throughout the West Coast. However, housing discrimination against Asians, including the Japanese, resulted in a Japantown where Japanese businesses and residences were clustered. In Seattle, much of the Chinatown-International District was a “Japantown” with many hotels, restaurants and small businesses. The Japanese were also prominent farmers. At one time, they occupied 70 percent of the stalls at Pike Place Market and supplied 75 percent of the region’s vegetables.

By 1930, 17,837 Japanese residents resided in Washington state. Korean immigrants only numbered about 1,000 at the turn of the century. After Korea became a protectorate of Japan in 1905, very few Korean laborers came here, a situation that did not change until after 1950. Indians or South Asians mostly settled in small numbers in California after working on the railroads or in lumber mills in the Pacific Northwest. Asians and Pacific Islanders were barred from becoming naturalized citizens. A 1790 citizenship law stated that only Caucasians could become citizens. In 1907, the U.S. negotiated the Gentlemen’s Agreement with Japan, which drastically limited immigration. The U.S. Congress later passed the Immigration Act of 1924 prohibiting the immigration of “aliens ineligible to citizenship,” meaning Asians. This act barred the immigration of Japanese, Korean and South Asians until after World War II.

### Filipino Immigration: 1900s-1934

After the end of the Spanish-American War in 1898, the Philippines became a protectorate of the United States. In the 1920s, large numbers of Filipino men came to work on farms and canneries throughout the Northwest, replacing the dwindling supply of Japanese workers. Many of these migrant workers lived in the Chinatown-International District, forming a large bachelor society similar to the Chinese. Like other Asians, Filipinos were barred from owning land and were subjected to racial violence. In the late 1920s, Filipinos were driven from their homes in the Yakima Valley. In 1934, when the Philippines were granted commonwealth status, the U.S. applied restrictions and cut back Filipino immigration to 50 people each year.

### **After WWII: Filipino, Chinese, South Asian and Korean Immigration**

In later years, some Filipino veterans of World War II were able to come to the U.S. and gain their citizenship. Koreans began coming in large numbers in the 1960s and '70s. The passage of the 1965 Immigration Act, a sweeping reform of the immigration laws, resulted in an explosion in immigration. Many settled on the West Coast, with a smaller number moving to the East Coast.

### **SOUTHEAST ASIAN REFUGEES**

After the Vietnam War ended with the Fall of Saigon in 1975, hundreds of thousands of refugees came to the U.S. to escape the Communist regimes and political upheaval in Vietnam, Laos and Cambodia.

#### **Vietnamese**

In 1954, Vietnam gained independence from France, but was split into North and South. The North Vietnamese, aided by the Viet Cong, defeated the Southern Army, which was supported by the Americans. With the communist takeover in 1975, South Vietnamese who had worked with the United States military, fled to this country. This group consisted of mainly highly educated professionals that were able to adapt fairly well in American mainstream society.

However, a second wave of Vietnamese started leaving the country to escape the government re-education camps. They were often less educated, coming from the rural areas and escaping to Hong Kong or Malaysia on fishing boats. From there, many stayed in refugee camps until they were sponsored into the United States or another country. Many of these "boat people" perished at sea or were attacked by pirates.

#### **Cambodians (Khmer)**

In the early 1970s, the Vietnam War spilled into Cambodia. The communist-backed Khmer Rouge fought against Cambodian government troops until the Fall of Saigon in 1975. Under Pol Pot, the Khmer Rouge forced citizens to move to state-run labor camps. There, they worked 16 hours a day and were given starvation diets. Between 1970 and 1980, an estimated 3 million Cambodian people (out of a population of 8 million) died by execution, starvation or disease. In 1979, the Vietnamese invaded Cambodia and interrupted the Khmer Rouge terror.

Cambodians came to the U.S. in two waves. The first wave was in 1975, and the second in the early 1980s. Many spent months in refugee camps in Thailand before being sponsored to the U.S. Many of the refugees came from rural areas and had little education and knowledge of Western culture. In Seattle, Cambodians (who also call themselves "Khmer") founded many social and cultural organizations, and many maintain their traditional Buddhist religion.

#### **Laotians & Hill Tribes**

During the 1960s, Laotians and Hill Tribe men were recruited and trained by the U.S. CIA to aid in the war effort against North Vietnam. The bombing of Laos in the late 1960s caused the flight of 600,000 refugees. Laotians began coming to the U.S. in 1979.

The Hmong, Mien and Khmu are three of the minority groups that lived in the highlands of Laos. From 1975 to the early '80s, those suspected of working with the U.S. fled the communist Pathet Lao regime. The Pathet Lao killed an estimated 10 percent of the Hmong population after the Vietnam War. Other groups had fled earlier to escape the bombing of Laos.

This brief historical overview is intended to provide you with a summary and to illustrate the diversity of Asians and Pacific Islanders in the Pacific Northwest.

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*This article written by the staff of the Wing Luke Museum of the Asian Pacific American Experience, 1996.*

### ONLINE CURRICULUM

The Wing Luke Museum has an online curriculum portal that contains lesson plans, time lines, photographs, resources and activities based on themes, like cultural heritage and identity, and community groups featured in our museum. Designed for classroom-use, our online curriculum brings the Wing Luke Museum into your schools. To find out more or to start your subscription please visit [www.wingluke.org/school-tours/](http://www.wingluke.org/school-tours/) or email [rgupta@wingluke.org](mailto:rgupta@wingluke.org).

### VISIT SEATTLE'S CHINATOWN-INTERNATIONAL DISTRICT

Take a tour with the Wing Luke Museum of the Asian Pacific American Experience to learn more about the history of Asian and Pacific Islander Americans in Washington State.

### VISIT THE WING LUKE MUSEUM

Bring your class, family or friends into our truly American story and visit [wingluke.org/tours](http://wingluke.org/tours) to learn more about the tours we offer.