

K-5	Line #	Passage	Comment	Suggested Rewording
	38	Members of students' families can be invited to tell about the experiences of		
	39	their families. Literature and informational texts may be shared to spark inquiry	To encourage critical study of history, students should also be encouraged to compare and contrast the experiences of their families to what is described in textbooks.	Consider adding: <i>Students can be asked how the experiences and understanding of their own history and that of their families and communities might differ from how history, religious practices, dress, manners, and morals are described in textbooks.</i>
	40	and help students acquire deeper insights into life in the past and the cultures		
	41	from which the families came; the stories, games, and festivals parents or		
	42	grandparents might have enjoyed as students; the work that students as well as		
	43	their families would have been expected to do; their religious practices; and the		
	44	dress, manners, and morals expected of family members at that time. Students		
	45	are encouraged to compare and contrast their daily lives with those of families		
	46	who have lived in the past. To deepen student understanding and engagement,		
	47	students can read <i>When I was Little</i> by Toyomi Igus, <i>Dear Juno</i> by Soyung Pak	HAF resubmits that students would benefit from learning about diverse cultures and religious traditions here, and providing examples of additional quality books would help further that goal.	Consider adding the following resources to deepen student understanding and engagement: <i>Finders Keepers!</i> by Robert Arnett, and <i>It's Time for Holi!</i> by Amita Roy Shah and Diane Lucas.
	48	and <i>The Boy with Long Hair</i> by Pushpinder (Kaur) Singh.		
	Gr. 4			
	24	California, such as, Why did different groups of immigrants decide to move		
	25	to California? What were their experiences like when they settled? How		
	26	were they treated when they arrived in California? These immigrants include		
	27	(1) the Spanish explorers, Indians from northern Mexico, Russians, and the		
	28	Spanish-Mexican settlers of the Mission and Rancho period, known as		
	29	"Californios," who introduced European plants, agriculture, and a herding		
	30	economy to the region; (2) the Americans who settled in California, established it		
	31	as a state, and developed its mining, hide trade, industrial, and agricultural		
	32	economy; (3) the Chinese, Japanese, Korean, Filipino, South Asians	Indeed, the majority of immigrants hailing from British India (pre-partition India) during the second half of the 19th century and early 20th century were Sikh, but Hindus and Muslims also immigrated and contributed to both Californian and Indian history. The Ghadar party, for example, was comprised of Sikhs, Hindus, and Muslims, and agitated for Indian self-rule while also pushing for greater rights of Indian immigrants in the state. Books such as Seema Sohi's <i>Echoes of Mutiny</i> (Oxford Press, 2014), Maia Ramnath's <i>Haj to Utopia</i> (University of California Press, 2011), Paul Buehle and Dan Georgakas's <i>The Immigrant Left in the United States</i> (SUNY Press, 1996), and Karen Leonard's <i>Making Ethnic Choices</i> (Temple University Press, 1994) highlight that history. Moreover, for the sake of conformity among Asian-American nationalities, we would urge inclusion of region/nation of immigration, but also specifically mention the Sikh faith of the majority of Indian immigrants out of respect for their unique contributions to California history. While previously the term "South Asian" was suggested by HAF, as pointed out by other testimony, the term may be "ahistorical." Thus "Indian" or "British Indian" would be more accurate, and thus we submit this change accordingly.	Consider changing "South Asian" to "Indian": <i>Japanese, Korean, Filipino, Indian (predominantly Sikh), and other immigrants...</i>
	33	(predominantly Sikhs), and other immigrants of the second half of the nineteenth		

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			<p>Highlighting some of the struggles of these early New Americans hold important lessons in the progress California and the United States have made in living up to the ideals of equality, diversity, and pluralism, and answers the formulating questions of, "What were their experiences like when they settled?" and "How were they treated when they arrived in California?"</p> <p>The story of Bhagat Singh Thind is a good example of the racism and xenophobia faced by early Indian immigrants. Bhagat Singh Thind, was an Indian immigrant and Sikh who, shortly upon his arrival to the U.S. from India, was drafted to serve in the U.S. Army during WWI. After serving, he would take his fight for citizenship all the way up to the U.S. Supreme Court. The court, in contradiction to an earlier ruling that only "Caucasians" were eligible for citizenship, added an additional element of "whiteness" as a prerequisite to citizenship. Thind later contributed to the Ghadar Party and the fight for India's independence from British Rule.</p> <p>The California Alien Land Act of 1913, which proscribed land ownership for early Indian immigrants and Asians more broadly also provides an example of the struggles of Asian, and Indian (predominantly Sikh) immigrants and should be discussed. Lastly, while the focus may shift slightly to U.S. history, the Asian Exclusion Act also contributed to a sudden halt in immigration from Asia. An interesting phenomenon resulting from both the Alien Act and the Asian Exclusion Act, as well as other factors, was the emergence of a Sikh-Mexican community in California.</p> <p>And of course, the internment of Japanese during WWII by Executive Order of President Roosevelt also is a part of the narrative on how immigrants or different ethnic groups have been treated over the course of history.</p> <p>http://www.bhagatsinghthind.com https://www.youtube.com/watch?v=yYLSM1ng4Aw (Review of the Thind case before the Supreme Court) http://www.sikhpioneers.org/cpma.html</p>	Add section on discriminatory laws and their impact on immigrants where appropriate.
	34	century and the early decades of the twentieth, who provided a new supply of		
	35	labor for California's railroads, agriculture, and industry and contributed as		
	36	entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the		
	37	twentieth century, including new arrivals from Latin America and Europe; and (5)		
	38	the many immigrants arriving today from Latin America, the nations of the Pacific		
	39	Basin and Europe, and the continued migration of people from other parts of the		
	40	United States. Because of their early arrival in the New World, people of African	<p>"Early arrival" severely underplays the role of slavery that led to the large influx of people of African descent to the New World.</p> <p>McGraw-Hill was recently in the headlines over it's reference to African slaves as "workers," which was seen as a very poor handling of this nation's history of slavery. A reference of "early arrival" may fall into the same problem without qualifying that immigration may have occurred by choice in some instances, it was forced through slavery for vast numbers.</p> <p>http://www.nytimes.com/2015/10/06/us/publisher-promises-revisions-after-textbook-refers-to-african-slaves-as-workers.html?ref=topics&_r=0</p>	Consider rewording: <i>Because of their early arrival in the New World, primarily because of the slave trade, people of African...</i>
	41	descent have been present throughout much of California's history, contributing		
	42	to the Spanish exploration of California, the Spanish-Mexican settlement of the		
	43	region, and California's subsequent development throughout the nineteenth and		
	44	twentieth centuries. To bring California's history, geography, diverse society, and		
	45	economy to life for students and to promote respect and understanding, teachers		
	46	emphasize its people in all their ethnic, racial, gender, and cultural diversity.		
	610	...Act, the reputation of social and cultural freedom in the cities of San Francisco		
	611	and Los Angeles, and the state's historical ability to absorb new laborers in its		
	612	diversified economy. They examine California's growing trade with nations of the		
	613	Pacific Basin and analyze how California's port cities, economic development,		
	614	and cultural life benefit from this trade. They learn about the contributions of		

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615		immigrants to California from across the country and globe, such as Dalip Singh	<p>In most historical accounts, Dalip Singh Saund is referred to and self-identifies as an immigrant of Indian origin. Many of his own writings demonstrate this fact, including <i>My Mother India</i>, a book written by Saund in 1930, and <i>Congressman from India</i>, his autobiography published in 1960. In <i>My Mother India</i>, Saund, writing in response to Katherine Mayo's <i>Mother India</i>, wrote the work to highlight what he saw as the greatness of Indian civilization, yet also sought to highlight ongoing social ills - including the caste system. He also refers to his Indian origins in his autobiography, <i>Congressman from India</i>. While he refers to himself as a Hindu in several passages, he was referring to the racial term and not the religious term. He also repeatedly referred to India (even after its independence) as his motherland, confirmed in his own autobiography, when he wrote in the opening of his autobiography: "I had strange feelings of joy and anticipation for I was about to set foot on the soil of India, the land of my birth, after an absence of thirty-seven years. As the plane came to a stop, I could see that a large crowd had gathered. When my wife, my daughter, and I stepped off the plane, photographers' flash bulbs popped and we could hear the grinding of the movie cameras. Hundreds of people were milling about us with flower garlands in their hands. The first person to reach and embrace me was my bearded younger brother. It was a really grand home-coming reception and welcome for a former son of India, now a member of the United States Congress, and a joyous occasion for me and my family. We were deeply touched and sincerely overwhelmed by the spirited and enthusiastic ovation given us by the crowd at the airport." It is also important for Indian American students of all faith backgrounds at this grade level to learn about and be proud of the contributions of early Indian immigrants, such as Dalip Singh Saund. It's therefore critical to highlight both his identity as the first Indian Member of Congress and simultaneously the first Sikh Congressman.</p>	<p>Consider addition of "Indian":</p> <p><i>They learn about the contributions of immigrants to California and United States history, such as Dalip Singh Saund, an Indian Sikh immigrant whose election represented a number of historic firsts -- first Asian American, first Indian American, and first Sikh American to serve in the United States Congress.</i></p>
616		Saund, a Sikh immigrant who in 1957 became the first Asian American to serve	We have also submitted passages from <i>My Mother India</i> as PDFs.	
617		in the United States Congress, Civil Rights activists Cesar Chavez and Dolores		
618		Huerta, Tech titans Sergey Brin (Google), and Jerry Yang (Yahoo), and Harvey		
619		Milk, a New Yorker who was elected to the San Francisco Board of Supervisors		
620		in 1977 as California's first openly gay public official. Students learn of		
621		California's continued and growing popularity for immigrants, outpacing even		
622		New York, as it incorporates growing numbers of immigrants from Asia, Mexico,		
623		Central America, the Caribbean, and every other region of the world. As the		
624		above examples of success indicate, some of these immigrants have found		
625		opportunity in their new home, but immigrants have also faced intense		
626		opposition. In 1986, almost three quarters of California voters approved	This may also be a place to insert history of the California Alien Land Act of 1913, the Asian Exclusion Act, and internment of Japanese Americans to provide a timeline of laws used to discriminate against immigrants.	Add section on discriminatory laws and their impact on immigrants where appropriate.
627		Proposition 63, which established English as the state's "official language." In		
628		1994, California voters passed Proposition 187 to deny all social services to		
629		undocumented residents. Neither proposition went into effect, but the sentiment		
630		behind them created, at times, an unwelcome environment for immigrants to		
631		California.		