

Student Discussion Questions

Standards Alignment

Chicago's Legacy Hula Virtual Tour

Target Grade Bands

- Grades 6-12

Standards Alignment

NCSS

Theme 1: Culture

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individual Development and Identity

Theme 6: Power, Authority, and Governance

Illinois State Social Science Standards

SS.6-8.IS.3.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

SS.9-12.CV.1. Distinguish between the rights, roles, powers, and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.

SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.

SS.6-8.G.2.LC. Explain how humans and their environment affect one another.

SS.6-8.G.2.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.

SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.9-12.G.9. Explain how landscape, land and resource use, and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.

SS. 9-12.G.10. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.

SS.9-12.G.13. Describe and explain the characteristics that constitute culture.

SS.9-12.G.14. Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.

SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.

SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.

SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.

SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.

SS.9-12.H.7. Identify and analyze the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

SS.9-12.H.10. Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples.

CPS Skyline

Grade 6: The World

Unit 2: The Development of Cultural Identities

Unit 5: Resistance within Systems of Power and Oppression

Unit 6: Authority, Resistance, and Change

Grade 7: U.S History – Building America and the American Identity

Unit 1: Native American Identities – Woven Across Time

Unit 2: The Many Identities of Country and Self

Unit 3: Competing for Land, Control, and Liberty

Unit 7: Expansion and Influence – By What Right?

Grade 8: U.S. History – Forging the Ideals of Democracy

Semester 1 Participate!, MS Civics Unit 0: Learning to Participate

Unit 2, Semester 2: Power, Oppression, and Promise in the American Economy

Unit 5, Semester 2: Becoming a World Power – Influences and Resistance

Grade 9: World Studies

Unit 6: The Roots of Resistance

Unit 8: Responses to Global Challenges

Grade 10: United States History

Unit 1: Native Americans of Illinois

Unit 2: Diversity and Identity in the Story of the United States

Unit 5: Resistance Movements and Struggles

Unit 6: Using Counter Narratives

Social Justice Standards

ID.6-8.1 I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.

DI.6-8.8 I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.

DI.6-8.9 I know I am connected to other people and can relate to them even when we are different or when we disagree.

DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

JU.6-8.11 I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.

JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.

JU.6-8.13 I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.

JU.6-8.15 I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.

AC.6-8.16 I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.

ID.9-12.1 I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.

ID.9-12.3 I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

AC.9-12.16 I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Field Museum Themes for AANHPI Resources and Experiences

Identity

- Individual and Community Stories
- Representation, Stereotypes, and Discrimination

Systems of Power and Oppression

- Imperialism, War, and Migration
- Racialization, Citizenship, and Access to Education

Resistance, Solidarity, and Complexities

- Activism and Solidarity
- Divergence and Complicity

Land and Sea

- Impact and Interdependence
- Exploitation and Justice

Reclamation and Joy

- Reclaiming Community Stories
- Creative Expression

Adapted from:

Asian American Research Initiative. (2022, June 2). [Asian American Studies Curriculum Framework](https://asianamericanresearchinitiative.org/asian-american-studies-curriculum-framework/). AARI Website; SF State Asian American Studies Department.

<https://asianamericanresearchinitiative.org/asian-american-studies-curriculum-framework/>