

APIA Materials Assessment & Action Worksheet

How do we articulate individual and collective APIA frameworks for enjoying, making sense of, questioning and building/acting on (teaching, movement work, expression, etc) the materials (various forms of texts, histories, presentations, curricula, etc) that we experience in the classroom and, more broadly, in life?

We invite you to collectively build a guide (or guides) to support APIA-grounded educators in assessing (coming to know) and studying materials, then taking action based on those assessments.

Circle one of the following texts to work with:

Turning Red

Messy Roots

The Magic Fish

↳ Laura Gao

Other: _____

Warm-up: What was your favorite part (or parts) of the text? What about those parts moved you?

this idea of wishing to "never have to explain myself" (p.12)

"Baba... I'm quitting." (p.141)

"It hit me then. college was my elixir of immortality. I could finally fly somewhere far, far away." (157)

"You hair is very thick. It means the roots are strong." (p.223)

"My story was still being written, & I was going to do it at my own pace" (249)

"American? No, all of our dreams." (257)

→ "I'll grow my home from the ground up... using the roots I've nurtured... w/ the ppl I love" (269)

loved loved these quotes - really resonated with me - esp. the one about college - I'd forgotten how stressful it was to get to swim & navigate years later I'm desperately scheming my grand exit, taking every opportunity I can to dissociate from the institution... this idea of home is so beautifully articulated by Laura; rather than home being a place just a place growing your own it's something you find within yourself - entire ecosystem within you that works to nourish & ground yourself we all have this powerful ability to grasp onto our roots, to really feel the way in which our roots have gotten tangled → enmeshed? right where they have to be.

not to part of any
but I felt we'd

it's exactly what
young people need

I appreciate this class for a challenge, giving me to read about a bunch of
graphic novels as I seemed to go through a variety to find something
appropriate to share with the class & also to discuss, surreal, & others
who shared their ~~experiences~~ genius with us.

compared to American Pan Chinese. This way many notches up.
 (see Yuan xian)

lots more nuances (Chen Lun Yang)
 & intentional + very vulnerable inclusion of queer femme experience
 even still, there could be more AYA graph, 2 novels.

↑

this idea that regardless of where you journey from, you can always LEARN, those moments you've wanted to de-code, figure out why they drain your soul or tingle every molecule of your essence - those things that drive you away from yourself - not that you necessarily have to go to college to figure that out, ~~but if you were~~ but you'll know you're doing something right ~~and~~ working on that RN ~~those feelings become~~ a more feeling intensity and you're left w/ nothing else but to reach out, ask questions, challenge those around you, perhaps feel a lonelier than you've ever felt before... and then creating spaces to nourish your soul, & spaces to help you better see yourself.

→ + key ideas

Mirrors: Which identities (race, ethnicity, class, gender, sexuality, religion, age, etc) did you see represented in the text? Which are your own? How did it feel? Who do you believe is the audience? ← people who march against

vietnamese American, Asian, ~~white~~ immigrant working class, queer female

- people who've gone through similar experience ~~get~~ ppl in college? it was pretty accessible to general audience I think.

also the idea of going from
no one (foreign) to someone
(household ~~and~~ devil name)
is really interesting. ~ within the
as

would this book have had ^{as} great an impact if Wilman was not associated so heavily as it is w/ COVID19's origin?

→ do we need a crisis to be seen as human?

a lot of information + interest for these kinds ~~body~~
of stories is an aftermath of great devastation
+ violence

then again I suppose that's also the originator
of Asian studies + ethnic studies in the whole-
to education to prevent the ways in which we
react when we're scared of ignorance
(affecting both insider + outsider experience)

church
part 2
when Laura
realized that
probably

It was probably
better that
she couldn't
understand
most of what
the pastor was
saying ~~and~~
there was my
strong part
would have been
greatly appreciated
since my Korean
is almost
non-existent
I no longer go
to church nor
do I identify
with an institutionalized
faith but this ~~was~~ was
definitely more challenging
than just dropping
a bomb. It felt like I was
dropping a community
of people who understood
a I grew up, understood
my culture, ^{never}
had to explain that part
of myself
to anyone.

I still appreciate all the people who've taken care of me & my family, but sometimes the conversations just get too difficult to the point where my existence just has no place in those words & it's necessary to ~~take~~ appear ~~to~~ as if I'm different.

I think it's more difficult given
 my dad's role as a pastor
 but both my parents have
 been really understanding,
 @ least that's what I
 can comprehend

something I regret
not building into curriculum
→ ~~for~~ explicitly - disability just to
make + abolition - I forget how all of us
some from different learning
experiences + backgrounds
+ keep making them
Themselves, perhaps?
This institution is the?

Key Concepts: What concepts/ideas from our conversations and

readings (especially from this week) appear in the text?

or what questions do you have?

Are these graphic novels where the main character is queer, Asian immigrant child + disabled? ~~is it~~ As an aspiring educator myself, I'm constantly seeking out resources & a teacher? That speak to ~~the~~ this experience in particular - where

teaching become movement making + liberating - even within a K-12 public school setting because that's the dream I have for myself ~~and~~ even as I see ^{a very systemized structure of} social reproduction of behavior in beliefs in ~~the~~ my field placements I still see so much opportunity embedded so firmly into the souls of young people... ^{so much freedom dreaming + genius!}

what does it mean to really care about AP/IA futures?

In what ways can I continue teacher ed in ways that are nourishing + sustainable?

↓
mentorship
friendship
conversation

"So tell me, have you figured out what you are?" (p. 210) - white rabbit

one of our topics in ed 916 was about identity formation - what does it look like outside of the identifiers readily available + already widely recognized?

(guess at the end of it all, what really matters to you/VS? Belonging? ~~what matters?~~)

what does a world look like where we can simply exist, b/c we can? & be joyous

~~what does a world look like where we can simply exist, b/c we can? & be joyous~~

prepping for college
(q. why are you going to college??)

To do as a group: ~~edit~~ (Think this would be a really interesting book to read w/ 11/12th grade A.)

1. Discuss your responses to the questions above. What was it like to answer them? What questions do you still have?

2. Choose a key concept to focus on.

3. Keeping this week's readings in mind, create an activity that will help guide your classmates' understanding of your text and chosen concept. Take note of the things you had to consider throughout this process!

How do we come to know?
Do you consider yourself a wielder of knowledge?
why or why not?

Mapping

Activity Theme: How do we come to know?



step 1 : think about the "spiciest" moment in your life -
this was the moment your entire body was electrified - you weren't
necessarily sure what was going to happen next but things
became much more clear for you & the way you were going to look
at your world would never be the same.

step 2 : what did you do to nourish this spite? your mind was on fire - you needed to do something with it.

did you go on twitter for some related threads?

your neighborhood library for ~~the~~ related books?

rant to your unsuspecting friend or pet?

take a bike ride ~~in~~ to the next neighborhood for a conversation with yourself?

conversations with your cat:
~~Write~~ non-stop write in your very private + personal journal
 all evening through midnight?

all evening through midnight!
[I still disclose these are some things I did when I realized
~~how~~ how much I never wanted to leave my summer counseling job
while binge reading all & watching all of the materials camp
redminds edit syllabus last summer]

step 3 : justification - you want to be able to defend the dreams you have. You want to be able to say that you were "born for this". You crave validation. You want your dreams to be seen, appreciated, & loved. What were some of your questions? Had you ~~kept~~ ~~kept~~ ~~kept~~ keep ~~yourself~~ yourself whole + true? Had you kept the spirit alive?

step 4: another full disclosure - ^{technically} you've always known who you were & are
but being able to point that out is difficult for many of us who've
had our histories written ~~at~~ ^{by} ~~us~~ ^{for} us before we were even born.
We come closer to knowing this part of our stories through critical consciousness
building & sustaining.

okay so ~~for a question~~
who taught you how to dream? can you identify the moments when
~~~~~  
and fully embraced for exactly as it is?

you felt your body loosen up and ~~ex~~ fully embodied for exactly as it is?  
 ... those images, voices, bloodstreams you embody today?

can you identify those images, voices, bloodstreams you embody today?  
can you see how time connects us all & that space <sup>constantly</sup> necessitates  
being built and rejuvenated to keep all of our ancestors stories &  
the fibres of this world in deep and loving memory?