

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

Other: _____

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

My favorite parts were when fairytales were being told by characters & listened to by others. I've always loved a magical story, and to see the family's stories (immigrant, personal histories) be reflected in & parallel the fairytales that are passed down today made the book even more meaningful for me to read.

The illustrations were also so gorgeous!

Vibes: List at least three emotions you experienced in response to the text:

aching

pleasure

contemplation

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?

Vietnamese

• 1st gen - immigrant

• refugee

• young & old

• family members

still living in Vietnam

queer identity

women

It felt special seeing this very personal story of ^{Asian} diaspora trying to find ways to present & share their stories & also fit into America. In a lot of ways, I felt the audience was therefore those whose stories there were (pg 128: "and Tien [one of the main characters] would finally know we came from the same stories").

Key Concepts: What concepts/ideas from our conversations and readings (especially from this week) appear in the text?

- the role of graphic novels / memoirs in AP/AA studies
- representation in children's / YA literature
- generational connections & what this means for making a stronger community

To do as a group:

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!